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JOURNAL OF THE NEW ZEALAND EDUCATIONAL INSTITUTE FEBRUARY 1982

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NZEI

VOL. 64

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Editorial:

Business as usual?

As the new school year begins, it may be comforting to reflect that for the first electoral term since 1967–9, the Minister of Education is not himself a “new boy”; and that as a result, children, teachers and parents can expect some continuity of policy and purpose. What they think of this prospect of “more of the same” is another matter.

The Government has made it clear that its entire strategy is to be based on the “Think Big” developments. These large, ambitious and undeniably expensive projects will soak up vast amounts of money and attention. As a consequence, the education system can expect little or no lessening of the constraints which have bound it so tightly — and indeed cut into it in places — in recent years. If anything, they are likely to be drawn even tighter.

The “sinking lid” will be held down firmly, despite the steam coming out from under it, as the whole system tries vainly to cope with positions unfilled for months. The dictum of “user pays” will continue to guide budgeting and spending, so that the “have-not” schools, which are already struggling to make ends meet, will watch helplessly as the gap grows steadily wider — particularly when the effects of spreading unemployment hit families harder. And any new policies designed to help such schools, or to meet a few more of the many special needs of children all over New Zealand, will not be implemented unless “compensatory savings” can be made in some other area of policy.

At this point, teachers and parents may well ask hopefully: “But what about falling rolls?” Over the next five years we can expect the total school enrolment to decline by at least 40,000 pupils. Even if staffs are not cut down as drastically as they might be, surely the sudden slowing down will release funds previously

needed just to keep up with a growing school population?

Unfortunately, that is not how the Government sees it. The Minister has been insisting for some time that such savings simply do not count, and that the principle of “compensatory savings” in policy areas must continue. After all, we are told, the money is needed elsewhere.

By world standards, New Zealand’s Vote: Education can hardly be seen as gobbling up more than its fair share of funds. Today it still gets only 5.5 per cent of Gross National Product, compared with 5.8 in France, 6.2 in the UK, 6.3 in Australia, 6.4 in the USA and a whole 8 per cent in Canada. It looks as if “Think Big” is certainly not intended to refer to education, now or in the future, despite the opportunities falling rolls may offer.

Already, large numbers of people outside the teaching service — parent groups, school committees, education board members — find this attitude hard to comprehend. The Institute has had overwhelming and enthusiastic support for its proposals on staffing for the ’eighties; especially when it has pointed out that, thanks to falling rolls, no added costs are involved. From all quarters, the response has been quick and clear: “At last, a chance to do something for the kids”. What will happen if that chance is not taken?

Certainly, our material resources must be developed, and this development must be paid for. Yet unless we devote at least as much attention to developing our human resources, the successful completion of the Think Big projects will be meaningless. We may not be able to survive financially if we fail to supply most of our own needs for energy tomorrow. But we will be totally unable to survive as a nation if we fail to meet the urgent needs of our children today.

ENROL A NON-MEMBER TODAY



Diary of a Year One Teacher

This article by **David Battersby**, lecturer in education at Massey University, is based on his research into first year teaching experiences, which was assisted by an NZEI grant.

There seems to be little doubt that the first year of teaching, and more particularly the first two or three months on-the-job, may well be one of the most crucial stages in a teacher's career. For many beginning teachers, this is not only a period of transition from student teacher to classroom practitioner, but also a new phase in their adult life cycle. Initially, for some beginners, coping with the realities of classroom life is only secondary to problems encountered in adjusting to a new town or city, having to leave family and friends, or merely orientating life to the demands teaching makes on one's time. Because of these complexities, it is not surprising that we know so little about the ways beginning teachers adjust to their first job, the

perceptions they have of their experiences, or the effects pupils and colleagues have on them during their first year in the profession. To date, our understanding of these and other events has probably been hindered, rather than helped, by the outcomes from the plethora of surveys, questionnaires and attitude studies — which are often poorly planned — directed at first year teachers (see Battersby¹ for more details).

In this light, it is encouraging to find that there is a small group of researchers in New Zealand (e.g. Kerr², Tait³) who are attempting to tap some of the complexities and dynamics associated with the first year of teaching, by observing and talking with beginning teachers, and

by having them compile diary accounts of their day-to-day experiences. The insights gained from this type of information are proving invaluable in piecing together the complex interplay of events which characterises the life of a first year teacher. What, then, are some of the daily realities faced by the year one teacher? Diary accounts of beginners, probably more so than observations or interviews with them, provide a most fascinating and personal view of the experiences and reactions of first year teachers. To illustrate this, and as a background to several brief recommendations concerning the induction of year one teachers, here is a selection of excerpts from the diary of a beginning teacher — Jane, aged 21.

Monday Feb. 1 (Teachers' Day)

The only bit of advice I remembered was not to park in the headmaster's carpark! He walks to school . . . so not even that gem was of any use.

Teachers' Day: a bit depressing. I was given a messy, untidy room. Scissors! Lack of equipment! Aloneness! Worked late on rolls, etc.

Tuesday Feb. 2

Everything went much better than I expected. Very tiring, and I talk too much. However, until routines are established it's better to repeat instructions over to avoid confusion. Surprising how long it takes the kids to head up a page and rule a line!! I find I have a tendency to be overambitious in expectations of what children can do at this stage.

Wednesday Feb. 3

Today, I felt so unprepared. I wonder how the hell I will be able to survive the year. I really feel quite hopeless and really embarrassed whenever another member of staff comes into my classroom.

The children are good, but I wonder how long they will be like this!! What a day!

Thursday Feb. 4

Arrived feeling just as worried and lost about the whole situation. Maths lesson was a shambles. They know very little! I had a blocked nose all day, plus a headache. Afternoon much better — felt more secure. I had a whistle today, so didn't lose my voice after swimming or phys-ed.

Friday Feb. 5

Ah, the weekend!! My legs are dropping off — can't wait to get back into jandals. Too hot to think or work in the afternoon. Let the children do art. Am moving into another flat tomorrow — what a hassle! Looking forward to the Waitangi Day holiday on Monday.

Tuesday Feb. 9

I had a good bawl on Saturday night because I felt I was so hopeless last week — I wasn't getting anything worthwhile done, and I was really just filling in the days with activities. Today's been better because I'm not so worried. I'm not expecting end-of-year results straight away any more.

I'm finding teaching is not a job if it's not done well. It's really a way of life and I don't know whether I like it that

way! Went to a parent/teacher meeting tonight and so understood more fully the responsibility I have for the kids.

Wednesday Feb. 10

Met the Inspector — more pressure! Planning is difficult — unsure of how much or how little to do. Also, rather ignorant of what 'units' are available in the school. First staff meeting — lots of things are confusing. Just have to look as if you know what's going on.

Thursday Feb. 11

Great day! Children seem extremely enthusiastic about putting on plays. I must get a drama unit organised that will build and help this interest. We started a 'play-box' for props. Children are really using it well in their spare time.

Finally read the children's record cards. They were helpful only with four children. My evaluations and observations seem to be in keeping (in the main) with last year's teacher.

Friday Feb. 12

Had no sleep last night — feeling ill. Today was not welcome! Couldn't face taking swimming as I felt faint and worn out. Asked headmaster to do so for me — he did so unquestioningly. Did the children good to have him and I had a chance to collect myself.

I've come across a problem. The dress up clothes for our drama are being used by many of the children at lunchtime. One of the girls has always been obsessed with dressing up as a man — she's nine this year. She always plays with the boys. The other teachers are concerned that I am encouraging her to do this by permitting clothes to be worn by all. I'm not sure whether it's a bad thing. Maybe she needs to live it out. So what, anyway! Apparently her mother is not very stable, and she may be modelling her father. We had a big discussion about how teachers can and should interfere. I have no idea . . .

Monday March 15

Found a book that tells me how to plan a reading programme. . . . Why ever did I not come across it before, or T. Coll lecturers tell us it existed?? They spent too much time on telling us how to put a 'zap' into reading and not enough on how to establish programmes.



Tuesday March 16

Having a few problems with three of the boys giving smart comments, making noises and irritating other children. Not sure what to do with them — other staff not very helpful. They only give anecdotes of how awful they were in previous years.

Wednesday March 17

Frustration! What do I do with the boys causing the disruption almost continually? I have tried and tried by ignoring it and by reinforcing (by praise and giving points) when they're behaving well or working independently — but still the stupid comments, baby talk, noises, and punching, throwing, slamming desks continues.

Thursday March 18

Much better day, behaviour-wise. Avoided group work, used work-sheets and moved classroom desks around into a different arrangement. Still not right, but much improved.

Had to tend to a girl's broken arm/elbow in the playground today. She was in considerable pain. It left me a bit shaky and feeling inadequate not knowing what to do. The girl was very thirsty, but I was reluctant to let her drink in case of anaesthetic required. Not sure!

Friday March 19

Embarrassed over parent supervision. One parent had offered to help in the classroom and I agreed to it. Then the headmaster heard about it and said no way was I to allow her in the classroom. I wish it was possible to be warned of possible reactions, policies, etc.

Monday May 3

Visit by Inspector. He seemed pleased and spoke on quite a bit. Actually it was hard to keep up with him as he raved on about some things that didn't make sense. He said I was doing well and to keep it up. Was on a high! Stayed at school until 6.30 rearranging walls, organisation, etc.

Tuesday May 4

Lost my temper with a pupil who has been "trying" me for a while. Quick effective burst — seemed to fix the whole class which had been a bit stupid during singing. After singing went back to maths for 20 minutes and never had them so quiet!!! Last hour of school was really good.

Wednesday May 5

I took the class on a trip to the railway, timber yards and engineering shop on my own — never again! I was a physical and mental wreck afterwards. Too dangerous around machinery, like lathes, forklifts, timber saws etc., with only one adult and 30 kids. Children strung out too far along road for me to keep an eye on them. Luckily no injuries or anything. I do feel I should have been told to take some parents rather than become neurotic and learn the hard way. Kids showed common sense and were pretty good — one or two stupid ones.

Thursday May 6

Found out background details on boy in my room who has been giving me so many problems. I now understand much of his behaviour, so I may be able to help him or at least not aggravate him.

Friday May 7

Thank God it's Friday!!!! All I can write about is the two weeks of sheer bliss ahead. Ahhhhhhhh.

It is difficult to generalise from the diary of one beginner, during her first school term, that all first year teachers have similar experiences. Indeed, the writer's research on beginning teachers shows one outstanding feature: the many differences that exist between beginners themselves, the people they interact with and the schools and communities in which they teach. Despite these differences, it seems timely to make several suggestions which may lead to more effective teacher induction practices

in this country. These recommendations are made on the basis of extensive observations and interviews with beginning teachers, as well as diary accounts, of which the small collection of entries above is an example.

The first recommendation is that teacher training institutions should endeavour to increase the level of awareness student teachers have about the first year of teaching. A start has already been made in this direction at one college of education in New Zealand which has introduced a sociology of education course, focussing on the first year of teaching, and designed for students in their final year at teachers college. Courses of this type, which can also serve a useful purpose in linking theory to practice, can provide a vehicle whereby students become more aware about the first year of teaching. This is seen as beneficial for two reasons: first, it may encourage them to re-examine some of their own expectations about themselves as teachers; and second, this increased awareness may better equip them for

the transition from college to the classroom.

An equally important recommendation, related to the first, is that beginning teachers should undertake a pre-service orientation programme prior to the first year of teaching. With the implementation of such a programme, much of the abruptness with which beginners seem to assume their new role, and their apparent lack of familiarity with the setting in which they will work, could be lessened considerably.

The final recommendation is that provision should be made for on-the-job training for all first year teachers. At present, few beginning teachers engage in further training, or attend courses offered by their local Education Board, despite the fact that the Department of Education's current policy is that the first year of teaching "is a continuation of a teacher's training".

While these recommendations have been discussed more fully elsewhere (see Battersby¹), one criticism likely to be made about

them is that they may appear to be too inconvenient or too costly to implement. The fact is, however, that one of the most prized possessions the teaching profession has is its beginning teachers, such as Jane, whose diary entries provide a brief insight into some of her experiences. Perhaps it is now time to consider investing more in this wealth of talent by way of effective, planned induction and on-the-job training programmes. Such a move can only strengthen the professional development of our beginning teachers, and may well prove to be a wise investment for the future of the profession. [E]

References

- 1 Battersby, D. (1981), *The First Year of Teaching*. Unpublished Doctoral Thesis, University of Waikato.
- 2 Kerr, J. (1980), *Cultural Difference and the Beginning Teacher*. A paper presented at the N.Z.S.A. Conference, Hamilton.
- 3 Tait, A. (1981) *A Case Study of Teacher Induction*. Unpublished Dip.Ed Investigation, Massey University.

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Barbara Humphrey of Gonville School, Wanganui, thought that this unusual absence note (written by ex-teacher Judith Park) was well worth sharing with a wider audience.

I bid you excuse Rodney's absence
Health reasons I cannot proffer
But wondered if a ¾ term break
Would be an acceptable offer?
Y'see his spirit seemed quite jaded
Of things academic he'd had enough
So in things educative
Did some teaching "off the cuff"!

Took him to town and for Social Interaction
Took the kid to morning tea
For Technological Extension
He worked the library xerox for me.
Then off to the Doctor with young brother
For Health teaching in the raw
At the supermarket he recorded prices
Practical Maths for sure.
Then to Imlay to study butchery
And buying to beat inflation,
Then home to study in the sandpit
Displacement and Conservation.

So you will agree that educationally
Though absent yet from school
I worked him fairly rigorously
And this morning's mighty cool—
And my brain has run out of reasons
Why my son was kept away
But this little note will help perhaps
Your misgivings to allay
That perhaps he was only wagging
And the excuses a lot of hooley
I wait in trepidation
for the summons of a "Blue"!

STRESS, HEALTH AND ABSENTEEISM IN TEACHING

Fay Panckhurst discusses some of the findings from a regional survey of stress in teaching

In August 1981, 296 class teachers, from 40 state primary schools in the Wellington Education Board area, supplied information by questionnaire about themselves, their health, their satisfaction with teaching, and the amount of stress they felt in relation to certain events and situations.

This survey was the main part of a study sponsored by the NZEI and undertaken by Victoria University researchers David Galloway, Fay Panckhurst and Kathleen Boswell. A brief outline of the aim and scope of the study, together with an overview of previous research on teacher stress and related issues, was given in *National Education*, December 1981. That article listed a number of questions which the *Stress in Teaching* project sought to answer. This report focusses on questions concerning the prevalence of stress among primary teachers and reviews evidence from the local survey.

Other aspects of the research, for example, sources of stress for teachers and principals, will be the topics of later articles.

How many teachers find their work stressful?

The measures used to study the prevalence of occupational stress have varied. Some studies have employed "objective" or observational indices of stress, such as coronary heart disease or rates of absenteeism. Many others have relied on more subjective measures based on self-reports, for example, of health symptoms or experiences of stress. In our study, the main index of prevalence was a single item self-report measure of teacher stress.* Other measures, which dealt with (a) teachers' reported symptoms of ill-health, and (b) their absences from school, were additional sources of information. Evidence from each of the three sources is considered in turn.

Table 1 Teachers' ratings of overall stress
In general, how stressful do you find being a teacher?

not at all stressful	4.1%
mildly stressful	31.8%
moderately stressful	50.0%
very stressful	11.5%
extremely stressful	1.0%
not known	1.6%

*Results from a separate questionnaire on the sources of stress in the classroom will be reported in a later article.

Self-reported teacher stress

One of the questionnaire items to which teachers responded had been used successfully in English studies of stress among secondary school teachers. The question, and results based on an 82 per cent return of questionnaires, are given in Table 1.

Feelings of stress were widespread: 94.3 per cent of the teachers in the sample found teaching stressful to some degree. One in eight (12.5 per cent) checked the top two categories to show that teaching for them was either "very stressful" or "extremely stressful".

The proportion of teachers who said they experienced a great deal of stress corresponds closely with the result of a recent small-scale study of primary teachers in Northland, New Zealand, but is considerably smaller than the 20 to 30 per cent found in similar overseas studies.

The inconsistent findings for English and New Zealand teachers may reflect differences in the levels of stress between primary and secondary teachers. On the other hand, the results could indicate a greater reluctance on the part of New Zealand teachers to admit to feelings of stress compared with their British counterparts. Several authors have noted that there may be a general tendency for teachers to under-report the stress they experience: recognition or admission of stress may lead to feelings of personal and professional failure or inadequacy. Comments from teachers in the pilot study supported this explanation. For example, a year four teacher said:

I kept thinking if I put that ["very stressful"], my God, she'll think I'm running an absolutely chaotic classroom. . . . I'm of the opinion that if you're running an excellent programme, you won't have stress in your classroom. So, doing the questionnaire, you recognise it's there. I'm seeing I've failed in many ways.

Another, an experienced senior teacher, commented:

I think teachers tend to under-report feelings of stress. They have a fear of not being able to cope. And, as well, there are different standards of what is acceptable.

One wonders whether New Zealand teachers feel they have more to lose, perhaps as a result of local promotion policies, if they admit to stress. Certainly, in another part of the study, the aspect of teaching that was most frequently rated as dissatisfying was "the methods used to grade teachers for promotion". More positively, the

existence of local features, such as support systems, which may work to reduce teacher stress in this country, should not be overlooked. However, the following information from the study of teachers' health suggests some degree of under-reporting.

Health

Two measures were used to investigate teachers' health. One was a single item rating; the other was a questionnaire of the kind that has been widely used in research on the relationship of stress to physical and mental illness.

The *General Health Questionnaire* consists of 36 items based on feelings and symptoms of psychological and physical strain. The items are drawn from several broad areas, including general health, sleep patterns, and subjective feelings of tension, inadequacy, depression and anxiety. The emphasis of the questionnaire is on the person's perception of his or her ability to cope with problems or demands, and not on the more severe or obviously recognised illnesses such as diabetes, respiratory diseases, stomach ulcers, asthma or hypertension. A score on the questionnaire has been shown in overseas studies to indicate the probability of the person showing short-term minor psychiatric disturbance.

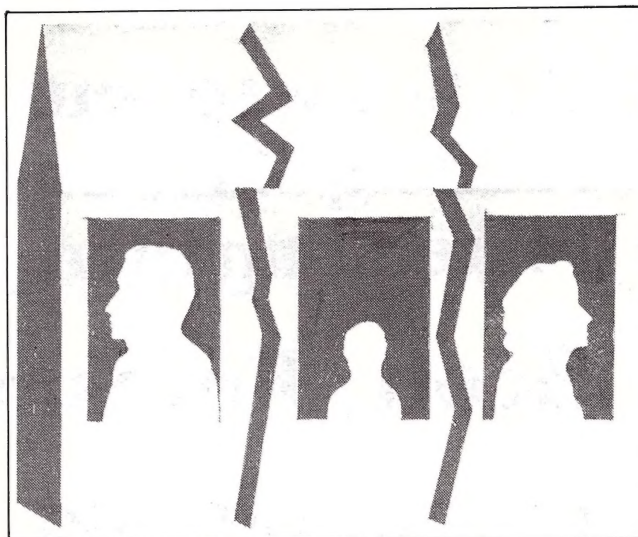
How many teachers, then, displayed symptoms of ill-health? According to the established guidelines, about 44 per cent of the teachers who completed the health questionnaires reported a range and degree of symptoms that could place them at risk of developing minor psychiatric illness. Of these, a small number may already be in need of professional help. Moreover, the symptoms of ill-health reported by the teachers were significantly and positively related to the amount of stress they perceived in their daily work at school: those noting poorer health experienced more stress in the classroom.

We cannot, of course, infer from this association that teachers become ill as a result of stress at school. The study does not reveal which aspect — stress or ill-health — is cause, and which is effect. A teacher with a minor illness may well find teaching more stressful. Equally plausible is the notion that high levels of stress may produce symptoms of ill-health or alter patterns of behaviour. The latter explanation is supported by informal comments, like the following, from teachers:

It was interesting relating some of the questions to times you have felt bad at school. Sleeping, not being able to get to sleep, is one area that affects me, especially later in the year. This usually occurs in situations where a lot is required of you, like school concerts. I find them really draining beforehand.

As might be expected, those teachers who displayed more symptoms of ill-health also expressed greater job dissatisfaction. What is more revealing is the information that the specific sources of dissatisfaction most strongly associated with ill-health were "The attitudes of pupils towards learning" and "The general behaviour of pupils in your class(es)". It is interesting to compare the results obtained in 1978 from 200 primary and secondary teachers in Wales: of five major sources of dissatisfaction, only "pupil behaviour" correlated significantly with "poorer health".

The health complaint noted most frequently was a lack



of energy: nearly half (49 per cent) of the teachers said they had "less energy than usual", and 38 per cent said they "felt constantly under strain". Although these symptoms may be more marked for many teachers towards the end of the second term (when the survey was carried out), they fit with observations by writers like Hargreaves¹ on the emotionally exhausting nature of teaching as work. As one teacher remarked:

There are some days you go home and you feel washed out. You almost feel you'd be better if you were tired out physically.

Undoubtedly, the intensity of the teacher's work is a central factor in the problem. There is, for example, the sheer amount of energy which has to be expended sometimes to capture children's interest:

Last year I had a group of unmotivated children. I had to be excited just to get them excited. You have to keep thinking of new ways to do it.

... and sometimes you have to make a real effort because you know that if you're not bright and bubbly, then it will carry over [to the children].

Nor is the effect of the constant demand on teachers' mental and emotional stamina always recognised sympathetically, even by those close to them:

I'm in a job where I'm talking a lot and dealing with people, and I don't always want to do this at home. It can be hard for your partner to appreciate that you need time out.

The second measure of health asked teachers to give an overall rating of their current health status on a five-point scale. In response, 26 per cent indicated that they either lacked the vitality necessary for classroom demands or that their energy was barely adequate for periods of extra strain. This result is particularly interesting because the proportion is nearly double the 13.5 per cent reported in answer to the same question in a national survey of New Zealand primary teachers, which was supported by the NZEI in 1962. Such a marked rise lends support to claims that conflicting expectations, greater demands and pressures on teachers today, and the increased complexity of their work, are taking a heavier toll in occupational disease.

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Absences from school

Absenteeism is very commonly attributed to stress. To understand fully the relationship between teacher stress and absenteeism, we need to recognise that absences, like good health, may be related to attitude and morale as well as to disease and illness. Stress is likely, therefore, to have an impact on rates of absenteeism in two ways. First, it may precipitate absences of a more voluntary nature, such as "taking a sickie" to avoid or recover from temporary strains. Several principals drew attention to absence patterns they thought were stress-related. One noted:

I kept a roll in 1980 and plotted teachers' absences. It showed a relationship between absences and duty days.

Second, other absences, both short- and long-term, may be due to stress-related physical illness. A mounting body of research suggests that stress may make one prone to minor infection and may lower resistance to short-term illnesses such as colds. Alternatively, it may be a causal factor in more serious and prolonged illnesses. A recent German study disclosed that teachers were highly susceptible to heart attacks, had more throat infections, and were likely to suffer health problems involving the spinal column, the feet and circulation. Physiological techniques revealed, also, that breaks were not a form of relaxation or rest, especially when the teacher was on duty.

Two measures of absenteeism were used in the study. Teachers were asked to estimate the total number of days they were absent because of their own illness during the preceding two school terms. They were also asked how many of the absences over the same period were for one day only.

The responses to the request about the number of days absent were as follows:

absent on no days	32.4%
absent for 1-5 days	52.7%
absent for 6-13 days	11.5%
absent for 14-42 days	3.4%

Thus, nearly a third of the teachers had not been absent at all over the summer and winter terms. This finding raises another consideration. The claims that conscientious teachers sometimes go to work when they should be on sick leave perhaps deserve more serious attention. It is plausible to speculate that these teachers may be more, rather than less, affected by the cumulative impact of stress, partly because they do not take the breaks or time out which might help to alleviate it. Such teachers could be among the ones who eventually succumb to illnesses requiring lengthy periods of leave. If this is so, the problem they present may be more serious and costly in the long term than more immediate absenteeism.

Overall, the teachers averaged 3.2 days absence for the two terms (that is, based on the 114 working days in the survey period, an average absenteeism rate of 2.8 per cent). This is higher than the average of 1.6 days leave teachers reported taking for illness in the national survey of New Zealand teachers referred to earlier. The suggestion here that teachers' absences are on the increase needs to be substantiated by further study. Even so, the finding

is consistent with the parallel rise in the proportion of teachers reporting poorer health.

Forty-eight per cent of teachers reported one-day absences. There was a wide spread, however, in the number of such absences, ranging from one occasion to 22 different occasions over the two terms.

When we examined the relationships between measures of teacher stress, ill-health and absenteeism, an interesting pattern emerged. The teachers under more stress were absent on more days but not significantly so. Obviously, some teachers did not fit the general trend. In contrast, the association between teacher stress and frequency of one-day absences was stronger and also statistically significant. Conversely, ill-health was significantly associated with total days absent, but not with frequency of one-day absences. This pattern of findings suggests that stress may be a more telling factor than health in frequency of short-term absences for teachers. The pattern of findings supports a similar interpretation made by Simpson² from analyses of the absence records of over two thousand Scottish teachers. He argued that absences serve an important purpose. They enable teachers, especially the young and inexperienced, to adjust to the stress involved in teaching by means of temporary withdrawal.

A further point must be made. Although the present study identified some significant links between teacher stress and absenteeism, the size of the relationships demonstrated that stress accounted for only a small part of the complex phenomenon of absenteeism. Other findings from the study indicated, for instance, that the level of job satisfaction, in particular, dissatisfaction over salary and the availability of ancillary staffing assistance, were also closely associated with frequency of short-term absences. As well, teachers' feelings of occupational commitment appear to influence the frequency of absences, though in a somewhat puzzling way. The 31 per cent of teachers who intended to make teaching a lifetime career and those (2 per cent) who intended to leave as soon as possible both reported fewer one-day absences than the others (64 per cent) who were less definite in their intentions.

Are particular groups of teachers more likely to be under stress?

So far, the discussion has centred on results for the whole sample. But what did the findings reveal for different subgroups, for example, males compared with females, young versus older teachers, or country compared with city teachers? The main findings from a comparison of these various groups on the same three measures of stress, health and absenteeism are summarised below.

Sex differences

No significant differences in the ratings of overall stress or symptoms of ill-health were found for men compared with women teachers. However, women averaged significantly higher rates of absenteeism, both in terms of total days absent and number of one-day absences. Although teachers were asked specifically about absences due to personal illness, the possibility that some of the women's absences were tied with illnesses of other members of their families cannot be ruled out.

Age

Teachers aged 50 years and over reported less stress, better health and fewer absences than those in the younger age groups. Previous research on teacher stress has not identified an age difference which is consistent across several areas like this. The older teachers may have differed from the younger ones in two important respects: (a) in their expectations and attitudes towards teaching, for example in being more reluctant to take occasional days off, in spite of greater accumulation of sick leave; and (b) in being survivors, for whatever reason. What is not apparent is whether they are the ones who positively enjoy class teaching; whether they have learnt how to come to terms with the job; or whether they have somehow lessened their vulnerability to stress by techniques, such as denial or distancing, so that they may even have become rather apathetic.

Marital status

Higher levels of overall stress were found for single compared with married teachers. This finding may also reflect an age factor. There were no such differences for health and absences.

Teaching appointment

Teachers who were not in permanent positions appeared to be under more stress than others and averaged a higher frequency of one-day absences. Recent analyses have shown that nearly two-thirds of New Zealand primary teachers leave the profession within their first four years of teaching. It is reasonable to assume that stress stemming from their feelings of job insecurity and attempts to obtain a permanent teaching appointment is a factor contributing to the high withdrawal rate.

Position

Class teachers who held different positions in the school did not differ in levels of stress. It should be noted, however, that teachers without day-to-day teaching responsibility for a class were not included in the study.

Demographic features

Neither the teachers' overall stress levels nor their absence rates were related to class size, grade or type of school, or rural versus urban location. The only demographic aspect which was associated with teachers' health was grade of school. Teachers in grade four schools recorded higher mean ratings for ill-health than either teachers in grade five schools or those in grade one to three schools.

Summary and discussion

In one educational area of New Zealand, the proportion of primary teachers experiencing a great deal of stress was one in eight. Information from the teachers on their health and patterns of absence, however, suggested that this may be a conservative estimate for the prevalence of teacher stress.

Stress was experienced by a wide cross-section of teachers: comparisons on the basis of the teachers' biographical characteristics generally failed to identify groups that were definitely more or less prone to stress. Age was the exception. Class teachers aged 50 years and over were less likely to feel under stress, but the reasons for this remain unclear. Case studies of older teachers might clarify the sources of their resilience as well as some of the underlying determinants of individual differences in teacher stress.

A surprisingly high proportion of teachers disclosed symptoms of poor health which were stress-related; also, comparative information suggested that the number has almost doubled since the sixties. There is evidence from other research of the beneficial effects of social support on health and well-being. Some evaluation and development of the support available to teachers would seem to be imperative. For teachers working in more isolated areas, the problems of obtaining effective social support may be particularly acute.

The research results implied that the frequency of short-term absences may be related primarily to stress rather than physical illness. This finding underlines the critical importance of attitude and morale in teaching. So does the association of stress with insecurity of tenure and various elements of job satisfaction. In contrast, demographic characteristics, such as the grade, type or location of the school, appear insignificant. The negative relationship found for demographic features is an important finding. It helps to dispel the myth that stress in teaching is an urban problem. But it also points to the need for more intensive studies of individual schools to see whether other aspects, say school organisation or climate, are related to teacher stress.

The study was not comparative and, therefore, does not show whether teachers are under more or less stress than other workers. But given the nature of teachers' responsibilities for children, it can be argued that for them, as for others who work with the young or dependent, prevention and alleviation of harmful forms of stress merit substantial administrative and public support.

What may be more useful than determining whether jobs are equally stressful or not is a suggestion may be Cooper.³ He argued that we must engage in an extensive *stress audit* of particular jobs, taking stock of both the job's stress debits and its credits. This gives a sounder basis for reducing job stress and highlighting job satisfaction than applying stress prevention techniques in a premature fashion.

What information, then, does our study provide about the sources of stress and satisfaction in teaching? These are the topics we will turn to in the next article. [NE]

References

1. Hargreaves, D.H. (1978). What teaching does to teachers. *New Society*, 43, 540-542.
 2. Simpson, J. (1962). Sickness absence in teachers. *British Journal of Industrial Medicine*, 19, 110-115.
 3. Cooper, C.L. (1980). Work stress in white- and blue-collar jobs. *Bulletin of the British Psychological Society*, 33, 49-51.
- References for other research mentioned in this article are available on request.

MARCH 1 COMING UP!

Under the Appointments and Promotion Scheme (A & P) March 1 is the closing date for applications for:

- New personal reports for several groups of teachers
- First reports in a higher division.

All teachers are advised to study carefully the notice in the *Education Gazette*, 16 October 1981, which sets out the instructions for making an application. **David Kerr** goes through the main points.

Teachers eligible to apply for new Division B and C personal reports

You are eligible to apply by 1 March for a new personal report to be issued next 1 November if:

- a your last report has already expired; or
- b your present report will have expired by 31 January 1983; or
- c you are holding a report which has been confirmed; or
- d you are holding a provisional report and you are in a teaching position; or
- e you do not hold a report in a higher division but will have completed the necessary qualifying service before 1 November 1983; or
- f you are a lecturer at a teachers college or an adviser, and you plan to resume teaching.

If you meet the requirements in (a), (b), (c), (d), or (f) above and also those in (e), you may be entitled to apply for reports in two divisions.

Qualifying service for first report in a higher division

Division B

You will be eligible for a first Division B report (green), if you are in Year 6 or higher.

Division C

You will be eligible for a first Division C report (yellow) if you are in Year 13 or higher (that is, certificated on 1.2.71 or earlier) and will have completed three years in a Div. B position before 1.11.83.

If you qualify for your first report in Division B or C between next 1 November and 31 October 1983 inclusive, you are entitled to apply for this report by March 1982. It will be issued on 1 November 1982 and may

be used in applying for a position for up to three months prior to completing the required qualifying service, provided that the service requirement will have been completed by the time the appointment is taken up.

Currency of reports

All reports issued to teachers in any of the above categories have a currency of three years from the date on which they become operative. A report more than three years old cannot be accepted by an appointments committee unless the assessment has been confirmed by a district senior inspector.

Confirmation of a report

If your report is no longer valid, but you wish to apply for another position, you should submit your report to your district inspector. He may wish to consult his staff inspectors before confirming your report and as this may involve a little delay, you are advised to seek confirmation of your report as soon as the period of currency expires. A confirmed Division B or C report is valid for three years, but you may apply within these three years for a new report by March of any one year in which you wish to be assessed. (See *Gazette*, 16 October 1981.)

Appeals against assessment

During 1974 it was made mandatory for a review to precede an appeal. If you wish to appeal and there were circumstances which made it impossible for you to request a review in 1981 you should submit with your appeal a statement setting out those circumstances. Your appeal should be lodged before 18 February 1982.

You will receive a statement of reply to the appeal by 15 March 1982 and you must inform the regional superintendent by 29 March whether you intend to proceed with the appeal or to withdraw it. You must be prepared for the appeal to proceed at any date after 14 April 1982. If you indicate that you intend to proceed with the appeal but subsequently decide to withdraw it, you should inform the regional superintendent as soon as possible. This will enable the itinerary of the appeal board to be arranged so that no inconvenience is caused to other appellants.

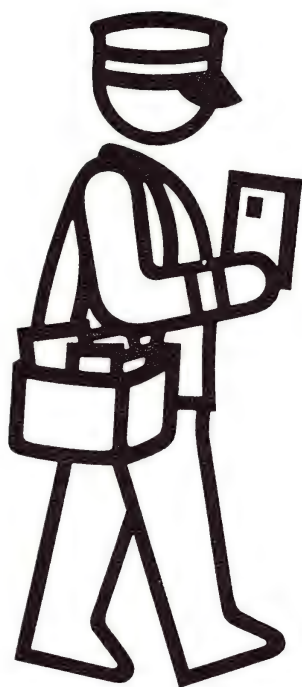
Wording of advertisements

Applicants should read carefully the wording of each advertisement to which they respond and ensure that in each application they respond in the terms of the advertisement, because the terms of the advertisement are the basis of the appointment. Note should be taken of the coding symbols used in the *Gazette* as these symbols often expand the wording and/or add to the requirements of the advertisement.

Special positions or general positions with special requirements

Appointments to positions of this type are made on a different basis to those for general positions. The appointments committee looks at the following criteria:

- 1 Experience in carrying out the relevant duties.
- 2 Professional qualifications/studies undertaken to meet the requirements of the position.
- 3 Interest in undertaking the relevant duties required.



MARCH 1 — A & P

If the committee is not unanimous in its decision under these criteria, it applies those criteria used for general positions as priorities in order.

Note: The committee first of all sets aside those applicants who, in its opinion, do not meet the special requirements asked for.

Closing date

It is the responsibility of applicants to check the Gazette for time by which advertisements must reach the education board's office. Intending applicants are advised to lodge their applications promptly and attention is drawn to the fact that provisional appointees have 10 days subsequent to notification of provisional appointment during which they may withdraw without incurring any penalty.

If any applicant for a position is concerned that the application may be late in reaching the education board, then a telegraphic application should be sent to the board prior to the closing date for the advertisement concerned. The Gazette details the information that must be provided in a telegraphic application and such an application must always be followed by an application in writing on the appropriate form. [NE]

Guaranteed Staffing

The Guaranteed Staffing Scheme was negotiated with the Education Department and the Education Boards Association during 1981, and came into effect with the Minister's announcement in November 1981. The Scheme is in no way a stop-gap measure to meet a crisis situation, but is in reality a planned progression of the Continuous Staffing Scheme.

Just as the Continuous Staffing Scheme was designed for the benefit of schools and the communities they serve, so the Guaranteed Staffing Scheme is designed to safeguard the programmes of work and the needs of children in the schools which are suffering from rapidly falling rolls. One of the significant features of the Scheme is that teachers who find themselves in these schools, and are in danger of losing their position, are protected for a significantly longer period than the present three month notice of termination procedure.

The Scheme represents a new look at the process of staffing schools, and in fact takes the first steps towards major changes in staffing procedures. There are two main elements in the new Scheme:

- a School protection entitlements.
- b Teacher protection procedures.

School programme protection entitlements

Schools will now be graded on 1 July of each year and there will be no wait for confirmation by the 30 September roll figures. The grading roll of a school will be assessed by taking the total number of children in that school as at 1 July and increasing this figure by adding a number of pupils equivalent to 25 per cent of the first year infants enrolled since 1 July of the previous year. This will provide a basic grading roll for the school, which may be further adjusted by the Board in recognition of known enrolment trends which could affect a school (Regulation 23A). (Intermediate School entitlements will be assessed on an estimated roll based on 1 March of the following year.)

The roll figure thus obtained will be used to establish the staffing entitlement for the school for the following year in the usual way. If any full time teaching positions are at risk for the following year the possibility of a Guaranteed Staffing Component will be assessed, e.g. a school which in 1981 had 15.6 teachers and whose grading roll for 1982 shows 14.4 teachers will actually be staffed with 15.0 teachers plus an additional 0.2 for each Year 1 teacher.

Schools on the 1:25 staffing schedule

If a two teacher school falls below 26 but no lower than 21 it retains the second teacher for the following year. Larger schools on this schedule have a buffer zone of 10 pupils below the critical roll number for each school staffing entitlement, i.e. a three teacher school may fall in numbers to 41 and still retain the third teacher for the succeeding year.

In all cases, once the staffing of the school plus the Guaranteed Staffing Component is established, that situation is maintained for the whole of the subsequent year and any staff which leave during that year will be replaced by a reliever.

This procedure will allow the current school programmes to be maintained for the following year and will also provide schools with an opportunity to make any adjustments to these programmes in a planned fashion. Vacancies that occur during the following year may, in certain circumstances, be advertised if the vacancy is not an "at risk" position.

Teacher protection procedures

After the staffing entitlement has been established, the Boards will identify which position in that school is over entitlement in terms of the new schedule. Once it is known whether the position is that of a Senior Teacher or a Division A teacher, it is then necessary to identify the actual person. In the new procedures the

David Kerr explains the new scheme

"last on, first off" criterion will be replaced by consideration of:

- General needs of the children
- Special needs of the children
- Programme continuity needs
- Organisational needs of the school.

Each teacher at this level in the school will also be asked to supply the same type of data as requested on application forms.

The identification of the actual teacher will then be made by the Appointments Committee after considering:

- a The statement from the Principal of the school concerned, based on the factors listed above
- b Any comments on the Principal's statement by the District Senior Inspector.
- c The statement from each teacher at that particular level in the school.

The teacher or teachers identified by the Appointments Committee will become protected and given Priority Rights for appointment purposes.

Any teacher wishing to appeal against this decision must lodge an appeal with the Board within 42 days of receiving advice of the decision.

There are three types of teachers who will be given Priority Rights:

- a **Protected teachers** — those in their first year of protection who are occupying a position which is at risk in their present school.
- b **Protected teachers over entitlement** — those who are also in their first year of protection and who will normally be protected in their own school even though their position there has actually disappeared.
- c **Supernumerary teachers** — those in their second or subsequent year of protection, who may be protected at their own or an adjacent school.

Any teachers in categories (b) and (c) in a school above the Guaranteed Staffing Entitlement must be available for redeployment; this is clearly understood to mean within reasonable travelling distance. These teachers must be given a reasonable work pattern, although it is recognised that in certain areas their best utilisation could well be in a local Relief Pool capacity. There is also provi-

sion for such teachers to provide support programmes in neighbouring schools where the rolls are either rising or static.

Priority Rights of Appointment

This replaces the present system of Transfer Rights.

When a teacher is identified as being in category (a), (b) or (c) above, he/she will be advised by letter of having a Priority Right. In normal circumstances the initial period of protection gives a Board Priority Right. This can be exercised in applying for positions within the particular Board District only, either:

- of the same category and salary, or
- of a lower category and salary.

The "comparability" factor will disappear and there will be no "offered transfers" by Boards. The decision of whether to apply or not will be vested entirely in the teacher concerned, and all vacancies will be advertised.

Any teacher being granted a Priority Right of Appointment will be notified of this right by 1 October of that grading year. On 1 July of the following year, the protected teacher will receive a notice of termination which will become effective 15 months after the date of the notice. As from that time the teacher will be granted a National Priority Right. A final dismissal notice will be issued on 1 October of the following year, giving a final provision of 3 months protection.

However, if a protected teacher can show that he/she has endeavoured to exercise the National Priority Right to a reasonable degree, and can satisfy the Director General of this, the period of protection may be extended by one further year at a time. In such cases, the final notice of dismissal will be issued on 1 October of the year of extension.

When teachers with Priority Rights apply for positions, they can be set aside only as follows:

National Priority Rights

- 1 By the Appointments Committee, when the position is in an integrated school (s. 61 of the Integration Act).

- 2 By the proprietor of an integrated school, in the case of a position under s. 65 and 66 of the Integration Act.
- 3 By the Minister, in the case of special positions; but only if the Appointments Committee makes a unanimous recommendation, and the Board agrees.

Board Priority Rights

As in 1 and 2 above, and also

- 3 By the Board in the case of special positions; but only if the Appointments Committee makes a unanimous recommendation.

Special Note

Applicants with National Priority Rights take precedence over those with Board Priority Rights. Where two or more teachers with the same Priority Rights apply for one position, the Appointments Committee must choose between those concerned by using normal appointment procedures.

Transition from present National Transfer List (NTL) to Priority Rights Scheme

The present NTL Scheme is replaced by the new procedures. All teachers who were placed on the NTL prior to the 1981 grading period will translate to a National Priority Right which they will hold for a period of 2 years. All teachers placed on the NTL since September 1981, i.e. because of 1981 grading of schools, will be brought into the new Scheme under the system explained above, i.e. Board Priority Rights during the first year.

Principals' salary scale positions

This includes all those teachers paid on the Principal scale (DP, Second DP, STJC).

In the case of these teachers it is the total staffing entitlement of the school which determines their status, i.e. the basic staffing plus the Guaranteed Staffing component. None of these teachers is given Priority Rights of appointment until such time as the grading roll of the school, including the Guaranteed Staffing component, falls below the number necessary to retain their job at their present salary level. If and when these teachers do

become overscale, the normal priority procedures outlined above will apply. Any teacher who is within four years of retirement from the date on which they become overscale may remain in their present position with full salary protection.

Upgraded positions

Where a school is to be upgraded, the teacher concerned will be informed by 1 October of that grading year. He/she will be advised that the upgraded position will be advertised no later than 1 November of the following year. At the same time such a teacher will be granted a National Priority Right of appointment to a position at his/her current grading level, and may then exercise this right to win such a position anywhere in the country. When he/she has won a position the Board controlling the original school will be advised and the upgraded position will be advertised as soon as possible. The incumbent may also elect to be an applicant for the upgraded position, whether or not he/she has exercised the Priority Right.

If any outside applicant holds a Priority Right then the Appointments Committee must unanimously agree that the incumbent is to a great degree more suitable before they can recommend him/her. However, if the selected outside applicant does not hold a Priority Right, then that applicant must be considered by the Appointments Committee to be to a great degree more suitable than the incumbent, in order to be recommended for the position.

Should any underscale teacher be unsuccessful in exercising the Priority Right before 1 November of the following year, then the upgraded position will be advertised in that Gazette and the appointment procedures outlined above will apply. (Provided always that, where incumbents can satisfy the Director General that they have been attempting to utilize their Priority Right, but have been unsuccessful, then the advertising of the upgraded position may be postponed for up to one year.)

Underscale teachers who neither win a new position, nor are promoted in their upgraded position, will receive a letter of termination by 1 October of the year in which their job is advertised, and their employment will terminate at the end of that year. Their National Priority Right will

continue until the end of the same year.

If any upgraded teachers win a position at their current level and indicate to their local Board that they do not wish to apply for their upgraded position, then that position will be advertised as an ordinary vacancy at the higher Grade.

Other implications of the scheme

As is obvious from the above description of the way in which the Guaranteed Staffing Scheme will operate, the Scheme can only extend priority rights to those teachers who hold permanent positions in the teaching service. The Executive, therefore, considers it to be necessary, and indeed a matter of urgency, to convert all positions of a temporary nature to permanent positions. This requirement will be discussed at Annual Meeting 1982. Scheduled Year 1 positions will continue to be retained in schools of a designated size.

The Scheme itself also contains implications with regard to appointment procedures, and it is intended that Priorities will apply in the area of Scale A appointments. The intention of these is to establish three groupings of applicants to be treated in order of preference by the Appointments Committee before applying the present criteria. The groups in order of preference will be as follows:

1 Those teachers who have been employed continuously since completing their Teachers' College Course or for the previous nine terms, or those teachers who currently hold a permanent appointment as a State primary teacher. This group also includes any teacher who is not currently employed but has been so within the previous five years and whose current period of absence is covered by the provisions of child care absence.

2 Those teachers who, while not holding a full time teaching position, have been employed during the last two years for six terms as a part time teacher or in a Board Relief Pool, or who have held long term relieving positions in no more than three schools for a minimum period totalling two school terms of the previous six terms; or those teachers who have held a permanent appointment within

the previous six school terms, but who no longer hold a permanent appointment.

3 Those teachers who hold a New Zealand Teachers' Certificate or recognised equivalent and who are seeking to return to the service following a significant break in service.

If any applicants for a Scale A position fall into the first preference group, then these are the only applicants to whom the Appointments Committee will apply the present Scale A criteria.

Appointments procedures

The following are the guide lines to be followed by Appointments Committees when considering applicants for positions:

- a One applicant with a National Priority Right — recommend that applicant.
- b Two or more applicants with National Priority Rights, one of whom is a Principal whose school has disappeared — recommend that person.
- c Two or more applicants with NPR, one of whom is under scale — recommend that applicant.
Note: If two or more of the applicants are under scale — recommend the most suitable of these.
- d Two or more applicants with NPR and none under scale — recommend most suitable of these applicants.
- e No applicant with NPR, but one with a Board Priority Right — recommend that applicant.
- f No applicant with NPR, but two or more with Board Priority Rights — then recommend the most suitable of these.
- g If no applicant has National or Board Priority Rights — recommend the most suitable applicant.

Utilization of Priority Rights

Teachers with Priority Rights should enclose a copy of the Board's notification letter with any application which they make, provided their Priority Rights are applicable to the position applied for.

It is important that any teachers who are applying for positions using Priority Rights should keep any rejection slips which they receive as proof of their attempts to win another position. [N]

SERVICE SUPPLEMENT

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INSTITUTE COUNSELLORS

In 1969 the NZEI formally established a counselling service to assist members of the Institute who encounter difficulties which affect their teaching. As the confidence of members in the effectiveness of the service has grown, and the counsellors themselves have acquired greater knowledge and expertise, the service has expanded, until today over 250 members act as counsellors.

Counsellors are mainly concerned with assisting teachers under stress; they do not have a disciplinary function. A counsellor's main role in helping a member is to identify the options available, so that the member can then make his or her own decision. Space has been left to note changes, home addresses, etc.

AUCKLAND	School	Phone	Home
Adin, Bruce	Paparimu (Papakura)	861	861
Agnew, Ross	Weymouth Int.	2667455	5344009
Baird, Bob	Grey Lynn	763255	4785879
Beach, Bill	Edendale (Sandringham)	866340	483051
Benbrook, Dennis	Dargaville Pry.	7255	7586
Boswell, Bert	Whangarei Int.	88659	88172
Bragg, John	Rosebank Pry.	888119	47753
		886319	
Bridges, John	Hobsonville Pry.	8619	8184652
Buck, Colin	Kingsford (Mangere East)	2759447	2639026
Chase, J.	Maungaturoto	63	228
Clarke, Dorothy	Opaheke (Papakura)	2985410	2986587
Collings, Pat	Wiri Central	2638432	542011
Corkill, John	Whangarei Pry.	83186	51885
Crawley, Noel	Orewa Pry.	65548	64748
Drake, Michael	Orakei Pry.	503565	579795
Flett, Gordon	Tauraroa Area	865	701
Gregory, Trevor	Pukekohe North	88552	89847
Hanlon, Brian	Mellons Bay Pry.	5344363	5348313
		5346657	

Henderson, Ron	Arapohue (Dargaville)	4883	4882
Hill, Pam	Normal Int. (Mt Eden)	601109	763851
Irwin, Faye	Oturu (Kaitaia)	1237	1237
Jaeger, Janet	Papatoetoe Central	2787557	2799793
Jameson, Elliott	Pukekohe Int.	86568	87570
Johnston, Howard	Papatoetoe North	2786153	501803
Jones, Jim	Waiuku Junior	58453	59384
Kearney, Valerie	Devonport Contributing	450183	453180
Kelly, Jim	Edmund Hillary (Papakura)	2989132	2989528
McDonald, Ron	Mangere East	2764689	657229
McGhie, Gordon	Murrays Bay Int.	4786778	4784723
McKay, Ken	Glenfield Int.	4446582	467148
McLennan, Tom	Auckland Teachers College	687009	861244
Mason, John	Kelvin Road (Papakura)	2988417	2986421
Morgan, Ian	Pukekohe Hill	86374	89884
Munro, Janet	Balmoral Int.	687960	768034
Oliver, Basil	Kawakawa	341 S	341 M
Olney, Des	Bream Bay College (Ruakaka)	27316	27778
O'Reilly, Jim	Tikipunga	70743	51912
Paterson, Ngaio	Wakaaranga (Pakuranga)	568205	569939
Payne, Ian	Avondale Int.	887883	885798
Pole, Adrian	Homai College (Manurewa)	2663747	2663747
Robbins, John	Blockhouse Bay Int.	676414	686226
Scott, Ian	Riverhills (Pakuranga)	568105	5358773
Seaton, Bruce	Mairangi Bay	4788424	469286
Shepherd, Robin	Kaingaroa (Kaitaia)	77330	77330
Smith, Graham	Blockhouse Bay Int.	676414	603770
Tooman, George	Helensville	105 S	105 M
Utting, John	Kaukapakapa	8 D	8 M
Walker, Wallis	Blockhouse Bay Int.	679835	662523
Whimp, Ross	Parnell District	793008	793158
White, Tom	Sunnyhills (Pakuranga)	568031	540087
Wylie, Russell	Rongomai	2746055	5348755

SOUTH AUCKLAND

	<i>School</i>	<i>Phone</i>	<i>Home</i>
Allot, Rex	Hamilton West	394911	77581
Anaru, Albert	Tauranga Pry.	86222	65747
Anaru, Peter	Kawerau North	8486	—
Bennett, Dorothy	Visiting Teacher Service, Rotorua	79112	89721
		85145	
Brown, Gerry	Cambridge Int.	5135	7451
Clarke, Keith	Arataki (Mt. Maunganui)	53497	53083
Croft, Don	Waimana Pry. (Bay of Plenty)	14	786 A
Dallas, Colin	Mountview (Taupo)	88488	85048
Davis, Keith	Nawton (Hamilton)	77420	67919
Domett, Bill	St. Andrews Int. (Hamilton)	492819	495631
Ferguson, David	Coromandel	893	518
Gilbert, Eric	Waihi South	8709	7130
Hardie, Catherine	Tokoroa Int.	67687	68020
Hartley, Tom	Hamilton Teachers College	62859	67454
		ext. 822	
Hewitt, Bill	Te Awamutu Int.	6377	4538
Jury, Bruce	Te Puke Int.	39352	39667
Logan, Jim	Turaki (Taumaranui)	7651	7148
Lord, Pam	Hamilton West	394911	393698
Mills, Jack	Cargill (Tokoroa)	67973	68858
Moles, Ron	Firth (Matamata)	7396	7082
Noble, Bill	Te Hoe (Ohinewai)	511	511
Northey, Alan	Kati Kati Pry.	101	80139
Pittams, Paddy	Otorohanga South	8530	8081
Puklowski, Pamela	Adviser to Rural Schools		
	(Sth. Auck. Ed. Bd.)	82869	3142
Ramsay, Peter	C/o University of Waikato	62889	62119

Reid, Betty	Tauhara Pry. (Taupo)	87755	84857
Reynish, John	Pihanga (Turangi)	8858	—
Rogers, Denis	Thames South	86594	88103
Rush, Ken	Mercury Bay Area School	65916	64003
Strawbridge, Max	Maeroa Int. (Hamilton)	75015	75005
Sullivan, Gerry	Whitiora (Hamilton)	395579	62587
Sutherland, Gordon	Te Awamutu Pry.	5378	6078
Taylor, Brent	Allandale (Whakatane)	87645	5578
Thompson, Murray	Ohaupo	736	7297
Torrie, Trevor	Glenholme (Rotorua)	81489	85596
Wordsworth, Enid	Tauranga South	85325	88782

TARANAKI

	<i>School</i>	<i>Phone</i>	<i>Home</i>
Blair, Bob	Eltham	88721	8900
Caddick, Bill	Hawera Int.	5030	84464
Cavanagh, Ken	Opunake	8367	8796
Coleman, John	Stratford Pry.	6938	7028
Fitzpatrick, Bob	Avon (Stratford)	7293	6843
Hughes, Hugh	West End (New Plymouth)	89331	83011
Hughson, Janet	Hawera Pry.	7709	—
McColl, David	Devon Int. (New Plymouth)	85266	87097
Morgan, Ruth	Rahotu	658	627
Priest, Rae	Highlands Int. (New Plymouth)	84162	36291
Staddon, John	Puketapu (New Plymouth)	70973	36911
Taylor, Don	Highlands Pry. (New Plymouth)	84162	8299
Wiseman, Margot	Merrilands (New Plymouth)	88644	89469

HAWKE'S BAY

	<i>School</i>	<i>Phone</i>	<i>Home</i>
Bartlett, Mabel	Hastings Central	87366	84519
Beagley, Shirley	Woodville	8276	7892
Black, Arthur	Central (Hastings)	86603	84743
Clark, Bryan	Flaxmere Pry. (Hastings)	798210	447283
Clothier, John	Havelock North	778788	778502
Coppell, Bill	Education Centre, Gisborne	84189	88754
Croker, Eric	Ilminster Int. (Gisborne)	6233	—
Flack, Bernie	Peterhead (Hastings)	798570	67092
French, Dougal	Havelock North	778788	82079
Guthrie, Dorothy	Bledisloe (Napier)	442131	438425
Hennessy, Bernie	Bledisloe (Napier)	442131	446348
Hoy, Trish	Hillneath (Wairoa)	8268	7135
Hunt, John	Taradale Int.	447264	56944
Kerr, Doug	Adviser Rural Schools (Gisborne)	84189	81486
Knighton, Graham	North Clyde (Wairoa)	6269	7082
Lawn, Colleen	Flaxmere (Hastings)	798210	82915
Manahi, Fran	Ruahine (Dannevirke)	3051	8668
Murray, David	Wairoa Pry.	6209	8649
Neil, Nancy	Havelock North	775608	88924
Stevens, Steve	Onekawa (Napier)	438297	54360
Turfrey, Tony	Irongate (Hastings)	799435	797701
Wall, Tony	Takapau	52 M	89

WANGANUI

	<i>School</i>	<i>Phone</i>	<i>Home</i>
Beckett, Joan	Oroua Downs (Foxton)	730	730
Bennett, Dave	Wanganui East	38054	42368
Crowley, Myra	Raetihi	4402	4630
Dale, David	Rutherford Int. (Wanganui)	45095	53792
Dennis, Arthur	Ross Int. (Palmerston North)	85461	72225
Foster, Bill	Awapuni (Palmerston North)	81735	84916

Gauld, John	Ross Int. (Palmerston North)	85461	69906
George, Brian	Monrad Int. (Palmerston North)	79777	73856
Kingi, Barbara	Cloverlea (Palmerston North)	73955	37055
Lovegrove, Geoff	Owhango	823	719
Mansfield, Dick	Rangitikei Int. (Marton)	8258	57154
Page, David	Psychological Service (Palmerston North)	83026	85127
Peach, Ian	Hokowhitu (Palmerston North)	79667	82046
Richardson, Ira	Kairanga	824	824
Robinson, Alister	Marton	8555	8845
Street, Maidia	Gonville (Wanganui)	57194	37630
Wansbrough, Brian	Tawhero (Wanganui)	44963	58590
Williams, Alan	Patea Pry.	8321	8383

WELLINGTON

	<i>School</i>	<i>Phone</i>	<i>Home</i>
Allen, Peter	Johnsonville	787155	5332
Barratt, Brian	Brandon Int. (Porirua)	74598	757514
Bruce, Don	Waitangirua Int. (Porirua)	59617	58337
Cass, Jon	Eastern Hutt	660167	675394
Collins, Mervyn	Levin Int.	88306	87143
Feringa, Margaret	Lansdowne (Masterton)	87770	87120
Flynn, Jennifer	South End (Carterton)	8785	81923
Forsyth, Ian	Clyde Quay (Wellington)	850900	724932
Grooby, Pam	Springlands (Blenheim)	85220	84871
Hamilton, Charles	Blenheim	85917	88220
Hibberd, Jeff	Pahiatua	8205	8756
Jarvis, Barbara	Wellington Teachers College	768699	759059
Kerr, Maureen	Brandon Int. (Porirua)	74598	—
Latham, Onyx	Raumati	85596	85862
McCormack, Bobbie	Maidstone Int. (Upper Hutt)	283094	266794
McDougal, Joan	C/o Psychological Service, Lower Hutt	692731	688296
Matheson, Jim	Rangikura (Porirua)	59143	331325
Mellish, Ted	Kapanui (Waikanae)	4002	85315
Mills, Allan	Tawhai (Stokes Valley)	636329	636101
Munro, Ron	Whitney St. (Blenheim)	83028	87598
Nikera, Lorraine	Taita Central	677214	896672
O'Callaghan, Bernie	St. Pius X (Titahi Bay)	367006	8213
Purcell, Brian	Oxford Crescent (Upper Hutt)	285843	268116
Rankin, Mary	Correspondence School	736841	—
Riseborough, John	Mount Cook (Wellington)	859432	767345
Robins, Patricia	Bohally Int. (Blenheim)	5219	87327
Roche, Paul	Maoribank (Upper Hutt)	269552	277138
Sainsbury, Neil	Sun Valley (Wainuiomata)	648001	643573
Slingsby, Loloma	Fernlea (Wainuiomata)	646066	646438
Sims, Tony	Martinborough	69602	69818
Thresh, Kay	Linden	5329	6300
Upston, Alan	Parkway Pry. (Wainuiomata)	647725	648218
Walker, Bob	Levin North	84436	89726
Whatt, Peter	Rangikura (Porirua)	59143	78949
Wilkinson, Ken	Pomare (Lower Hutt)	677412	646485

NELSON

	<i>School</i>	<i>Phone</i>	<i>Home</i>
Black, Nancy	Parklands (Motueka)	88978	88898
Hanson, Noeline	Junior Class Adviser, Nelson	87590	76708
James, Robin	Westport North	7172	7364
Jones, Isabelle	Appleby (Richmond)	898	73253
Paton, Richard	Nelson Int.	89572	73341
Penketh, John	Nelson Central	84972	88585
Ryan, Chris	Richmond	8959	6974
Sawers, Eric	Takaka	59035	59197
Watson, Brian	Westport South	7132	7265

CANTERBURY	<i>School</i>	<i>Phone</i>	<i>Home</i>
Allen, Matt	Borough School (Rangiora)	7434	723
Baird, Jim	Kirkwood Int. (Christchurch)	487718	88192
Barltrop, Alec	Waimate Main	8887	7901
Barnes, Mary	Marchwiell (Timaru)	86452	83264
Blake, Doug	Central New Brighton	889098	324248
Burdett, Pamela	Ashburton Int.	89563	83982
Campbell, Don	South Hornby	497561	585809
Chilton, Leicester	Christchurch East	62440	252718
Crawford, Punch (Mrs)	Chisnallwood Int. (Christchurch)	885325	516124
Girdler, John	Fairview (Timaru)	84709	84709
Graham, Alistair	Oaklands (Christchurch)	228735	34353
Harding, Dave	Waimataitai (Timaru)		
Herbison, Ruth	Elmwood Normal (Christchurch)	557192	849086
Langdon, Graeme	Hampstead (Ashburton)	6476	4328
McKay, Derek	Akaroa Area School	108	62
Messenger, Beth	Greymouth Int.	7708	7749
Morgan, Thomas	Ashburton Int.	89564	89132
Ormandy, Geoff	Canterbury Museum	68379	327707
Pilkington, John	Hawarden Area School	46	52
Robson, Jim	Rural Adviser, Greymouth	7210	—
Roughan, Vaughan	Wairakei	518033	584744
Scott, Les	Hoon Hay	388429	524768
Shamy, Eileen	Burnside	519407	588334
Stewart, David	Queenspark	831578	883359

OTAGO	<i>School</i>	<i>Phone</i>	<i>Home</i>
Allington, Margaret	Kaitangata	783	80075
Beath, Bruce	Tahuna Normal Int. (Dunedin)	53994	42219
Bodkin, Peter	Opoho (Dunedin)	738019	44682
Boyle, Trevor	Mosgiel Int.	4223	7638
Douglas, Mel	Heriot	42007	42171
Finnie, Allan	Kenmure Int. (Kaikorai Valley)	34396	43700
Fleming, Moira	Maori Hill	741184	773614
Hamilton, Noel	Clyde	761	656
Hanning, Tony	St. Mary's (Dunedin)	7716	881817
Laytham, Olly	Catlins Area School (Owaka)	9 D	9 S
Moore, Murray	Balclutha Pry.	81009	81008
Nightingale, Ernie	Corstorphine (Dunedin)	879353	877687
Petrie, George	Tapanui	273 D	240
Rhind, Ron	Cromwell Pry.	50264	50672
Rutherford, Jack	Maniototo Area School	230	246
Sutherland, Dulcie	Mosgiel Int.	4223	5804
Taylor, Derek	Totara (Oamaru)	29540	29540
Willis, Bruce	Campbell Park (Oamaru)	749	706

SOUTHLAND	<i>School</i>	<i>Phone</i>	<i>Home</i>
Boyle, Vince	Winton Pry.	645 S	509
Cummings, Joe	Gore Main	7615	5518
Dale, Erle	Makarewa	358556	83261
Grimmett, Rex	Waikiwi (Invercargill)	57092	57387
Kershaw, Dick	Collingwood Int. (Invercargill)	59664	78459
Lambert, Neville	Ctautau	8320	8320
McKillop, Pat	Gorge Road (Invercargill)	763	763
McLachlan, Sheila	Lithgow Int. (Invercargill)	75196	76593
McLean, Eileen	Mararoa (Te Anau)	816	232
Mills, Ruth	Salford	79521	75824
Pankhurst, Ted	Waihopai (Invercargill)	84228	73028
Tillson, Graham	Tuatapere	229 M	229 S

BEGINNERS' BRIEFING

If you are a Year One teacher —

then this special feature answers many of your queries and tells you how you can find out more — but **only if you are an NZEI member!**

If you're an old hand —

and you think the rest of this feature is old hat, first go through it just to check that you really do "know it all", then pass it on to a new teacher — but make sure they are enrolled as an NZEI member TODAY!

If you're not an NZEI member —

and you happen to be reading this, ask your Institute Liaison officer (each school has one) how you can join NOW!

When do I become a fully qualified teacher?

Whatever course of training you do, your Year One or induction year is considered to be the final phase of your training before you are certificated. At the end of that year, if you meet the standard requirements, you will be issued with a Trained Teachers Certificate.

How do I know if I am meeting those requirements?

The Inspector for your school will visit you during the year and may leave notes on any strengths or weaknesses observed. The principal or senior teacher to whom you are responsible will give you support and guidance and also make specific suggestions. The Inspector, principal or senior teacher should warn you about anything that could jeopardise your certification.

Induction of Year One teachers

Schools are allocated part-time teaching hours based on the number of pupils on the school roll and the number of Year One teachers on the staff. These hours can be used by the principal in programmes planned to meet the special needs of both pupils and staff. Most principals ensure that some time is allotted to induction programmes for Year One teachers. This can be done in a variety of ways; for example, to assist with your induction, release time may be provided for:

- a senior teacher to work with you
- observing in other classes or schools
- a colleague to observe and advise you on a regular basis
- planning and preparation for your own class
- resource teachers to help you
- developing your strengths in other areas of the school or curriculum areas in which you need further assistance.

YOU AND YOUR SCHOOL

What are my responsibilities?

As a teacher you need to be aware of how the school is run and what your own responsibilities are. The principal is responsible for the organisation and day-to-day running of the school. Some aspects are controlled by regulations or by-laws. You should know something about:

The School Scheme

This is compiled for the school by the principal in consultation with the staff. As ideas and circumstances change it is updated. Each teacher should have a copy. The Scheme should cover:

- Objectives, organisation, administration and management of the school, including how to make effective use of the resources of the community
- Programmes of work based on the official syllabuses, related to the particular needs of the school.

Written resource materials supporting class programmes are filed separately.

Organisation and Inspection Regulations (O & I Regs.)

These outline the duties of all teachers and set down the provisions for inspection of schools and keeping of records. For a beginning teacher, the most important regulation, 10(i), provides that if a teacher at any time considers that an instruction or direction from the principal is unreasonable, the matter may be referred to the District Senior Inspector (DSI) for resolution. In the meantime the teacher must carry out the principal's instructions. However, the Institute believes that this should not be done if the teacher is convinced that to do so would put a pupil's safety at risk.

Board by-laws

Laid down by Education Boards, these deal with the School Committee, school property, organisation and management, school transport, and those aspects of teaching which concern the board directly, such as appointment, resignation, and complaints. A copy of the by-laws should be in the school. It is up to the principal to make sure every teacher is familiar with them.

What should I do about . . .

Accidents?

Make sure you know the school policy about what to do in an emergency and how to report the details promptly. Remember that school rules are designed to keep pupils safe. Every teacher is obliged to see the rules are upheld and to make their own classroom as safe as possible.

Classroom control and discipline?

The school policy on this should be in the School Scheme. Discuss any problems with your principal or senior teacher.

Corporal punishment?

This is strictly controlled by Board by-law 32. It is not usually administered by Year One teachers. Consult your School Scheme.

Custody disputes over children?

Where one parent only has custody of a child, the other parent may sometimes approach the school for access to the child. No teacher should release a child into the care of a person not known to be the legal guardian. In such cases always refer the matter to the principal immediately.

Extra duties?

Duties such as lunchtime supervision or road patrol are shared out among the staff by the principal. They are part of your workload as a teacher. Usually such duties are arranged following staff discussion and agreement.

Health of my pupils?

If you are concerned at all about the health or wellbeing of children in your class (for example, if you suspect a child is deaf) you have a general responsibility to draw the matter to the attention of the district or public health nurse. Check your School Scheme for school policy on this.

Hours of work at school?

The Board by-laws set down that teachers must be present for duty no later than 30 minutes before the official opening of school. Teachers are required to remain at school as long as is necessary to carry out the duties assigned to them by the principal.

Keeping children in?

Detention is covered in Board by-law 28. It must not exceed half an hour after school and must be supervised by a teacher. You may not keep children in during intervals or lunchtime.

Planning my work?

The Education Gazette of 1 October 1980 (p. 463) sets out in detail what planning preparation is required. Discuss your planning with your principal, or the senior teacher to whom you are responsible, and read the School Scheme.

Police interviews?

Board by-law 34 covers these. Refer any such matters to the principal.

Pupils' property?

The school will have a policy on this. Anything which belongs to a pupil and which you have confiscated during school or are in charge of for safe-keeping should normally be returned at the end of the day.

Religious instruction?

The Education Act sets down very clearly the conditions which must be met by any programme of religious instruction in a state school. No teacher may take part in any such programme for more than 30 minutes per week, and participation is voluntary — you are not obliged to take part. Institute policy suggests that teachers should not become involved with religious instruction programmes.

Resigning from my job?

DO NOT RESIGN from your job under any circumstances without consulting an Institute Counsellor, Field Officer, Branch Secretary or the National Office itself.



What should my salary be?

Very briefly, as a beginning teacher you are paid according to your qualifications. These fall into three groups:

- Q1** Teachers' College Diploma
- Q2** TC Diploma plus six-ninths of a degree or the equivalent (e.g. LTCL in music or 7 papers passed in ASTU (Advanced Studies for Teachers Unit) examinations)
- Q3** TC Diploma plus a complete degree or the equivalent (e.g. FTCL in music or 14 ASTU papers passed).

If you are in the Q1 or Q2 group, and you were 20 years old when you began training, or turned 20 while training, you could be entitled to a higher starting salary.

The full salary scales are set out in the Supplements to the *Education Gazette*. Your school should have these on file.

Salary advice note

You receive an advice note for your first pay and again whenever there is any change to your nett take-home pay. When you join the superannuation scheme, the NZEI, the EBS (see p. 000) or the PSIS (see below), your subscription is deducted from your salary. Your advice note shows that this has been done. It is up to you to check that you are getting the correct salary and that the correct deductions have been made. **Keep your salary advice notes for future reference, in case any queries arise.** (A copy of a typical advice note is explained in the Supplement to the 1 May 1980 *Education Gazette*.)

Superannuation

If you are aged between 17 and 25 you are required to join the Government Superannuation Fund. Teachers over 25 can choose whether to join; but the Institute's advice is that no better superannuation plan can be provided, dollar-for-dollar or with comparable benefits, by any other insurance or savings scheme.

Public Service Investment Society (PSIS)

As an NZEI member you are entitled to apply for membership of the PSIS. While this organisation has had some difficulties in recent years, it is now in a very strong financial state again and membership is recommended. The PSIS can provide loans and sales discounts to all members who operate savings accounts. Savings deposits can be deducted from your salary if you wish.

If you want to join and your school has no PSIS agent, contact the nearest PSIS branch office.

What if I think my salary is incorrect?

You must take this up with the Salaries Officer of your employing Education Board. If you phone, follow this up in writing so that you have a record of your enquiry. Your school's Institute liaison officer can help you. If you are not satisfied with the Board's reply, contact Alan McKenzie, NZEI's Industrial Officer — he will want to see the correspondence with the Board.

What about my bond?

If you need to have the bond deferred, be released from it, or find out how much of it you still owe, contact the area's Regional Superintendent in writing. If you are not satisfied with the reply, take your problem to the liaison officer, branch secretary, Counsellor, or the National Office.

Why should I read the Education Gazette?

First, of course, all vacant positions are advertised in the *Gazette*, which comes out twice a month. But it also contains other vital information, such as:

- dates of salary payments
- details of salary scales and entitlements
- changes in appointment procedures
- information on conditions of service
- details on inservice training courses

In law, an official notice in the *Gazette* is the equivalent of a personal letter to every teacher in the service. So if something has appeared in the *Gazette*, it is assumed that as a teacher, you know about it. Make sure you do!

YOU AND YOUR INSTITUTE

Field Officers

The Institute now employs five Field Officers full-time. They are responsible to the National Secretary and are part of the National Office staff. With regard to individual members, their job is to:

- facilitate communication between the National Executive and the membership
- give an immediate response when members make enquiries
- act as a focus for discussion among members, particularly those who do not attend Institute meetings regularly.

An equally important aspect of their work is passing concerns and trends among the membership on to Head Office. This helps the National Executive, through the National Secretary, in keeping up to date with teacher opinion and receiving information which does not always come through normal branch channels.

Field officers are encouraged to attend branch and COB meetings but they are not seen as taking the place of the branch. Nor should their area of responsibility be confused with that of the counsellors, who are better equipped to help members with personal problems affecting their teaching. Apart from advice about the Institute itself and what it is or is not doing about various issues, the main areas in which field officers can offer assistance involve conditions of service, for example: salary entitlements, leave, appointment procedures, employment, assessment and appeals. These are just a few of the issues which make up the bread and butter of field officer work. In many cases their help and advice has led to teachers obtaining entitlements which had previously gone unrecognised or been denied.

How do I benefit from being an NZEI member?

As a member of the Institute you are entitled to a wide range of services and benefits; your liaison officer, branch secretary or Field Officer will explain these to you in detail, but in particular you are able to:

- Consult your Field Officer, Counsellor, local Branch officials or the National Office — their expertise and experience are available to you at all times. Use these sources of help and advice, rather than relying on hearsay or other information which may not be accurate or complete.
- Join the Education Benevolent Society and the Public Service Investment Society (see below for details).
- Receive *National Education*, the Institute's professional journal. Published six times a year, it welcomes articles and letters from members. Its sister publication, *nated newsletter*, keeps members up to date on the industrial and professional front. It comes out every 2-3 weeks, copies go to all staffrooms, and again member contributions are welcome.
- Apply for aid from the Legal Assistance Fund if you are involved in litigation as a result of your work as a teacher. Your Branch Secretary or Counsellor can be asked about this fund.
- Obtain financial assistance from the Institute's Provident Fund. Your Branch Secretary or Counsellor has application forms.
- Join Southern Cross Medicare Society at special reduced members' rate.
- Take advantage of members' insurance packages for life, health, property.
- Play a part in shaping Institute policy on salaries, conditions of service, and the whole field of education in New Zealand, through taking an active part in Institute affairs.

For quick reference:

School Liaison Officer	ph.
Branch President	ph.
Nearest Counsellor	ph.

Branch Secretaries and Field Officers are listed on the back cover of *National Education*.

This index is for readers to pull out as a separate section and place at the front of their 1981 files of both *NATIONAL EDUCATION* and *nat ed newsletter*.

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The Institute Code of Ethics



Members of the New Zealand Educational Institute accept a commitment to the following ideal as embodying what is best in the profession of teaching:

Personal service to others through concern for, and responsible promotion of, the education and welfare of children, students and teachers.



Members accept that realization of the goals implicit in this ideal depends upon:

- the attainment of high qualifications, expert knowledge, and specialized skills.
- continuing inquiry into, and evaluation of the teaching task itself.
- a proper understanding, not only of human development, but also the values which are fundamental to worthwhile social living.



In determining their conduct they should recognize:

- their obligation to advance the causes of education and hence the causes of their profession.
- that individuals can make a significant contribution to the community in many varied ways.
- that each child is an individual, and that children can differ in what is required for the promotion of their education.
- an obligation to assist all children to develop their talents suitably, and to the fullest extent feasible.
- that they should respect the professional integrity of their colleagues.
- an obligation to help all members to maintain the best possible standards of professional competence.
- that they should improve their effectiveness as teachers in every way possible.
- that they should work with parents to promote the welfare of children, particularly by consulting and involving parents whenever this is desirable.
- that they have a responsibility for their own actions and judgments and that they should be prepared to stand by their consequences.
- an obligation to enhance in every way possible the standing of their profession in the community.



In carrying out their responsibilities they agree:

- to be held responsible for the maintenance of their professional standards.
- to use the Institute's established procedures for reporting unprofessional conduct.
- to advance and protect the professional welfare of their colleagues, both individually and collectively.
- to manifest personal responsibility, individual initiative and integrity in their teaching, and other professional actions within guidelines laid down by the profession.
- to be ready to meet their professional obligations and, in particular, to be available when necessary for consultation on measures which affect the profession.
- to accept that the profession should, whenever necessary, respect the confidentiality of certain information, and that they, as members of the profession, should render every assistance in determining which information is to be so treated.
- to abide by, and act on, the majority decisions of the Institute.



Specific actions declared to be unprofessional are:

- (1) For any member to attempt to influence the Minister, the Department or an Education Board on matters affecting teachers of New Zealand (or in the case of the Education Board of the Board area) in a manner contrary to the expressed decisions of the Institute.
- (2) For any member to apply for or accept a position which the National Executive directs is not at the time to be filled by members.
- (3) For any teacher to censure other teachers or to criticise their work in the hearing of pupils.
- (4) For any teacher to be found guilty of conduct seriously detrimental to the interests of the profession, or the Institute.
- (5) For any teacher by public statement to bring the profession into disrepute.

Resolutions for Annual Meeting to amend Institute policy

NOTICE is hereby given that the 99th Annual Meeting of the New Zealand Educational Institute will open in the Christchurch Town Hall at 7.30 p.m. on Sunday 9 May 1982 with business sessions commencing from 9 a.m. on 10 May in the Horticultural Hall, Christchurch. The agenda will include the presidential address, reports of the National Executive, consideration of resolutions and election of officers.

Resolutions of branches have been studied and action taken on them in accordance with remit 1968/2: "That, to save time of Annual Meeting the National Executive screen all remits and those that merely affirm Institute policy and upon which action has been taken be excluded, the branches concerned being informed before Annual Meeting." Some remits have been reworded to comply with the requirements for amendment of the Policy Document.

Members should note that deletions from policy recommended in Appendix A on pages 64–67 of the 1981 Policy Document will be considered by policy committees at Annual Meeting. (See also Policy, page 5.)

J.E. Smith, National Secretary.

PART I — The Institute

1 *That Part I Section 1.4 of the policy document (Policy 1981) be amended by adding the words "to be printed in full in the policy booklet for the information of all members" between the words "Institute" and "is". — Waitara*

2 *That Part I Section 3.1 of the policy document (Policy 1981) be amended by deleting the word "public". — Waitara*

3 *That Part I Section 3 of the policy document (Policy 1981) be amended by adding the following paragraph:*

That a badge, representative of the New Zealand Educational Institute, be designed, this badge being available for presentation to retiring members of no less than 20 years membership in the NZEI. — *Mid Canterbury*

4 *That Part I Section 4.1 of the policy document (Policy 1981) be amended by adding the words:*

That National Executive draw up an annual plan of action for, and report twice a year upon progress, local and national, made towards, achieving unification. — *Wanganui*

5 *That Part I Section 6.3 of the policy document (Policy 1981) be amended by deleting all words after "session" and replacing with:*

for the consideration of any matters of urgency brought forward by notice of motion by branch representatives and accepted by annual meeting. — *Waitara*

That Part I Section 6 of the policy document (Policy 1981) be amended by adding the following paragraphs:

6 *That Annual Meeting resolutions approved by policy committees but not*

dealt with by the full annual meeting be distributed to branches for voting.

— *Auckland*

7 *That the National Executive consider organising Annual Meeting on a residential basis located on a campus or other suitable conference venue. — Christchurch*

8 *That quality childcare facilities be provided for those who require them at Annual Meeting. — Wellington*

9 *That Annual Meeting instructs the National Executive to form a subcommittee of the Institute to present a report to Annual Meeting 1983 on the possibility of implementing "Direct Voting Rights" on Annual Meeting resolutions to all members of the Institute. — Mana*

10 *That Part I Section 7 of the policy document (Policy 1981) be amended by an additional paragraph:*

That a contribution of one day's pay be invited from NZEI members to boost the Emergency Fund. — *Mackenzie*

11 *That Part I of the policy document (Policy 1981) be amended by the addition of a new section:*

7. REVIEW OF FINANCES

7.1 *That the NZEI employ a financial consultant to investigate and report on the economic structure and cost effectiveness of the organisation. This report to include recommendations as to changes thought to be desirable for the more efficient use of NZEI reserves, capital and income.*

7.2 *The report to be referred to Annual Meeting 1983 for action. and the present sections 7, 8 and 9 to be renumbered. — Waipa*

12 *That Part I Section 8 of the policy docu-*

ment (Policy 1981) be amended by adding a new paragraph:

That the myth of the teacher/pupil ratio 1:31 in S 1–F 2 classrooms become a reality by teachers refusing to accept more than 31 pupils per class. — *New Plymouth*

13 *That Part I Section 9.2.4 of the policy document (Policy 1981) be amended by adding the following words to the end of 9.2.4: "and in particular, with the Advisory Services." — Waipa*

PART II — The Teaching Profession

14 *That Part II Section 2.2 of the policy document (Policy 1981) be amended by deleting the words "The higher school certificate" and replacing with "University Entrance". — Wanganui and Christchurch*

15 *That Part II Section 2 of the policy document (Policy 1981) be amended by adding a new paragraph:*

That the Institute negotiate a system of open entry to Teachers' College to be trialled at one College. — *Wanganui*

16 *That Part II Section 3.2 of the policy document (Policy 1981) be amended by deleting 3.2 and replacing it with:*

The National Executive will negotiate with the Department to ensure that teachers who have not held a permanent position in the last five years, or not had continuous service, must retrain before they can apply for a permanent position. — *Waipa*

17 *That Part II Section 5.2 of the policy document (Policy 1980/81) be amended by deleting 5.2 (b) and substituting with:*

- 5.2 (b) (i) District centres of the Walters House type should be set up with adequate funding and representative management committees.
- (ii) That the Institute withdraw its support of District Centres of the Walters House type while the management is solely with the Department.
- (iii) That the Institute withdraw its support of Walters House (Auckland) until the Institute has adequate representation on its management.
- (iv) That the Institute demand that the present management of Walters House be asked to report on — and be held accountable for — the last two years of all courses and programmes, evaluations, teacher release including a breakdown of membership as well as a financial statement.
- (v) That the Institute immediately withdraw its support of Walters House (Auckland) until the building has been adequately refurbished at a standard acceptable to the Institute.
- Auckland

18

That Part II Section 5.2 of the policy document (Policy 1981) be amended by deleting 5.2 (g) and substituting with:

- 5.2 (g) That the Institute should negotiate for the implementations of adequate in depth in-service training for all principals and senior teachers, in school and business administration and personnel management, and that special provision be made for the release of principals and senior teachers to act as course directors and personnel. — Auckland

19

That Part II Section 5.2 of the policy document (Policy 1981) be amended by adding a new paragraph:

That a widely representative sample of schools throughout New Zealand be surveyed to determine the effectiveness of the 0.2 Part-time Year One component upon schools, Year One teachers, and pupils. — Ruapehu

That Part II Section 8 of the policy document (Policy 1981) be amended by adding the following new paragraphs:

20

That the Institute supports in principle the recommendations of the Marshall Committee on the Registration and Discipline of Teachers. — Waitara

21

That the NZEI be seen to show the

same concern about the professional standards of teachers as the medical and legal professions show for their members.

— Auckland

PART III — Conditions of Service

22

That Part III Section 1.1 of the policy document (Policy 1981) be amended by deleting the present paragraph and replacing with:

That National Executive concentrate all its energies in winning salary status with Secondary Teachers. — Wanganui

23

That Part III Section 1 of the policy document (Policy 1981) be amended by adding a new paragraph:

That any move to reduce Primary Teaching Service relativity of salary with Secondary Scales should be strongly resisted by the Institute with every means available to it. — Mackenzie

24

That Part III of the policy document (Policy 1981) be amended by adding a new section 2, all present sections to be renumbered:

2. GENERAL CONDITIONS OF SERVICE

2.1 That Annual Meeting 1982 establish "conditions of service" as the priority area of all NZEI activities.

— Auckland

That Part III Section 2 of the policy document (Policy 1981) be amended by adding new paragraphs:

25

Having consideration for the serious loss of jobs over the next few years, the NZEI Executive immediately take steps to bring into effect redundancy payments for all teachers who find themselves unable to gain employment in their chosen profession, these payments to be tied to years of service. — New Plymouth

26

That the NZEI, as a priority for 1982, negotiate with the government a redundancy payment, with the amount of the payment based on years of service. Following a period of twelve months, during which a teacher has been available for employment but unsuccessful in obtaining a position, that teacher should be eligible for a redundancy payment. This payment should in no way preclude that teacher's re-employment at a future date but should be regarded as compensation for the interruption to his or her career.

— Auckland

27

That separate principals' and senior teachers' salary scales be drawn up with the principal's maximum in each grade being at least one step higher than that of

a senior teacher in the same grade.

— Piako

28

That salaries of holders of positions of responsibility be calculated on the same basis as in the secondary service where all are regarded as being in Qualification Group three. — Franklin

29

That Part III Section 3.1 (f) of the policy document (Policy 1981) be amended by the deletion of all the words after "... 60 years". — Wellington

30

That Part III Section 3 of the policy document (Policy 1981) be amended to read:

That the Institute negotiate the implementation of sections 3.1 (a) through to and including section 3.1 (i) by Annual Meeting 1983. — West Auckland

That Part III Section 3.1 of the policy document (Policy 1981) be amended by adding new paragraphs:

31

That teachers be permitted to retire after 20 years contributory service.

— Auckland

32

That the Institute act urgently to support early retirement on liberalised superannuation for teachers in need.

— West Auckland

33

That any teacher on reaching age 50 be given the right to elect to make an irrevocable application to capitalize up to ¼ of his/her superannuation either upon retirement or on death while still in service. — Waikato

That Part III Section 3.2 (a) of the policy document (Policy 1981) be amended by adding the words:

34

... and this be negotiated immediately in view of current staff surpluses. — Murupara and Hokiangā

35

That the words "20 years service" be deleted and replaced by "30 years service" and that the following be added at the end of this item of policy:

... i.e., without suffering an actuarial reduction. — Wairarapa

That Part III Section 3.2 of the policy document (Policy 1981) be amended by the addition of new paragraphs:

36

That all members of the Superannuation Fund be allowed to complete their forty (40) years service, health and efficiency being satisfactory, up to the age of sixty-five (65). If retirement prior to forty years is forced on anyone because of economic conditions, service to be calculated as though the full forty years was served, and based on the salary being received on the date of compulsory retirement. — Waipa

37

That all people in the education service who would normally retire in 1983, 1984, or 1985, be allowed to retire in 1983 with full salary to 1985 and then have full superannuation, and that this be a priority for negotiation with the appropriate authority. — *New Plymouth*

38

That urgent consideration be given to amending the teachers superannuation regulations to enable retirement at less than 40 years contributing service without prejudice to superannuation rights (on a *pro rata* basis). — *Papatoetoe*

39

That all teachers upgraded under the Broadbanding provisions and subject to a wait before reaching full salary, be considered to be on the maximum salary from the day of initial appointment to that position, for superannuation calculation purposes. — *North Shore*

That Part III Section 6 of the policy document (Policy 1981) be amended by the addition of new paragraphs:

40

That teachers expected to attend staff or parent meetings outside school hours be entitled to claim travelling expenses.

— *Christchurch*

41

That in areas where no suitable public transport service exists the travelling expenses refund related to attendance at In Service Courses be limited to the actual running costs incurred. — *Mid Canterbury*

42

That Part III Section 7 of the policy document (Policy 1981) be amended by adding the following paragraph:

That the Institute negotiate with the Inland Revenue Department a standard set of deductions for teachers, similar to those which apply to other occupational groups (e.g., Air NZ engineers).

— *North Shore*

That Part III Section 8 of the policy document (Policy 1981/82) be amended by adding the following paragraphs:

43

That Staffing Difficulties Allowance be tax free. — *Mackenzie*

44

That service recognition be given for full-time parenthood on the basis of 1 year of full-time parenthood receiving 6 months service recognition. — *Wellington*

That Part III Section 11 of the policy document (Policy 1981) be amended by adding the following paragraphs:

45

That leave on full pay be granted to a teacher who is called upon by a Government Department to attend and take an active part in an official welcome to honour a Head of State or member of the Royal Family. — *Mana*

46

That a teacher be granted leave on pay to attend the inquest of their parent or child. — *Mana*

47

That the Education Board be given the discretion to grant teachers leave with pay for a family crisis situation.

— *Hokianga*

48

That in the case of a teacher's child, wife, or husband graduating from University, Teachers' College or other institution of higher learning, the teacher concerned be granted special leave with full pay, to enable him/her to attend such a ceremony. — *Napier*

49

That when a teacher is asked to be a pallbearer at a deceased friend's funeral, one day's leave with pay be granted. If travelling distance to friend's funeral requires an overnight stay then two days' leave with pay be granted. — *Waikato*

50

That Part III Section 12.2 of the policy document (Policy 1981) be amended by adding the following:

... sabbatical leave for study be available on the basis of one year on full pay for every 10 years of service. — *Hokianga*

51

That Part III Section 13 of the policy document (Policy 1981) be amended by adding a new section to be numbered 13.1 (the current sections being subsequently re-numbered) as follows:

13.1 Provision be made whereby current service in Grade 1 and 2 schools be a prerequisite for appointment to selected positions in urban schools. — *Waitara*

52

That Part III Section 13.3 of the policy document (Policy 1981) be amended by adding "including relieving positions" after the word "positions", renumbering this paragraph as (a), and adding:

(b) That length of NZEI membership should become an added criterion.

(c) That where a position disappears as a result of falling rolls no member should become surplus if there is a non-member occupying a similar position.

— *Papatoetoe*

That Part III Section 13 of the policy document (Policy 1981) be amended by adding the following paragraphs:

53

That the Institute demand of the Education Department that those mobile teachers having breaks in service, directly resulting from the current lack of teaching positions, and who have indicated their desire to be continuously employed as teachers, be classed as having continuous service for the purposes of subsequent placement and appointment.

— *Waikato*

54

That the Institute take appropriate action to have the Human Rights Act amended to allow certain positions in schools to be designated for either men or women. — *New Plymouth*

55

The Institute is opposed to any change being made to the Human Rights Commission Act 1977 which would allow for positions in the Primary Service to be sex tagged. — *Wellington*

56

That the NZEI endorses the present Human Rights Legislation as it pertains to non discrimination between male and female with regard to job positions.

— *Mana*

57

That the naming of any particular sport be not permitted as a requirement in the tagging of positions. — *Auckland*

58

That representations be made to the Education Department to make additional regulations to govern the conduct of Primary Appointments Committees in the following ways:

- (a) That minutes of decisions and a record of voting be kept.
- (b) That these minutes be available to Appeal Courts upon demand.

— *Otago*

59

That Executive re-examine the system of appointments to general scale A positions, so that a more equitable system than years of service be used to select the appointees. — *Opotiki*

60

That confidential correspondence from School Committees to Education Boards not be admitted as evidence in appeals against non-appointment. — *Auckland*

61

That Part III Section 14 of the policy document (Policy 1981) be amended by including a sub-paragraph 14.1 (a) as follows:

That the CAC Discussion Document referred to in 14.1 be further amended by adding the words "or previous principal" after the word "principal" in Clause 31.

— *Murupara*

That Part III Section 15 of the policy document (Policy 1981) be amended by adding the following paragraphs:

62

That "white reports" or some suitable alternative scheme be reintroduced.

— *Heretaunga*

63

That a merit assessment system be introduced for all basic scale positions and that the appointments criteria be changed so that assessment is first priority for appointment to Scale A positions.

— *Whakatane*

64

That some form of evaluation of a teacher's effectiveness be introduced at

the basic teacher level and this information be available to Appointment Committees when considering applications for vacancies. — *Napier*

65

That the Institute pursue an appointments procedure based on merit for basic scale positions. — *Waikato*

66

That Part III of the policy document (Policy 1981) be amended by adding a new section:

CHILD CARE

That when normal child care facilities are unavailable a teacher be allowed to have their child at school with them.

— *Auckland*

PART IV — Pupils

67

That Part IV Section 2.21 of the policy document (Policy 1981) be amended by replacing all the words after "Any pre-school establishment on . . ." with:

. . . primary school grounds should be converted to what is called a "Special Pre-School Class" which is an integral part of the school; part of the staffing schedule, and the responsibility of the Principal and Committee like any other special class. — *West Auckland*

68

That Part IV Section 2 Paragraph 2.25 be amended to read:

Early childhood educational centres should be provided with suitably trained staff and the facilities necessary to meet the needs of atypical children and children with special abilities — the talented and intellectually gifted. In this development the Institute considers it important that wherever possible handicapped, talented and intellectually gifted children be admitted to regular preschool sessions with suitable ancillary services provided to promote social integration and maximum progress. Existing special education schools should be extended, staffed and equipped to cater for the needs of the pre-school child who is in need of integrated specialist programming. — *Tokoroa*

69

That Part IV Section 3.6 of the policy document (Policy 1981) be amended by adding the words: "and this become a priority for 1983." — *Murupara*

70

That Part IV Section 4 of the policy document (Policy 1981) be amended by deleting 4.1 and replacing with:

That the Institute believes that many girls and boys are limited in their development by the conventional sex roles in our society. — *Wellington*

71

That Part IV Section 4 of the policy document (Policy 1981) be amended by deleting 4.2 and replacing with:

Teachers should seek consciously to encourage girls to show more self-reliance, confidence and initiative and boys to show greater gentleness, consideration and compassion. — *Wellington*

That Part IV Section 5 of the policy document (Policy 1981) be amended as follows:

72

Delete paragraph 5.8. — *Wellington*

73

Add:

That the Institute continues to press for in-service courses to be provided on Maori culture and language.

— *Wellington*

74

That the Institute opposes racial discrimination in education but supports affirmative action measures to assist the interests of minority groups.

— *Wellington*

75

That reading programmes and suitably structured material meeting the needs of Maori children in their own local areas be devised. These to include specifically reference to Maori life and values.

— *Murupara*

That Part IV Section 7 of the policy document (Policy 1981) be amended by adding the following paragraphs:

76

That the Institute negotiate with the Department of Education to bring down regulations providing for severely handicapped pupils who are integrated in normal classrooms, to have weighted roll value. — *North Shore*

77

That those teachers who have been involved in special education permanent positions for four years be allowed a one year position in a regular classroom while still retaining their permanent position.

— *Wainuiomata*

78

That the National Executive report to Annual Meeting 1983 on all advances made for special schools and handicapped children in the Year of the Disabled (1981) (IH, Residential, Campbell Park, etc.). — *Wellington*

PART V — Schools

79

That Part V Section 2.4 of the policy document (Policy 1981) be amended as follows:

- (i) That no new entrant class be greater than 15 pupils.

- (ii) That no class above new entrants and up to Standard 2 level be greater than 20 pupils.

- (iii) That all other classes above Standard 2 level be no greater than 30 pupils.

— *Mana*

80

That Part V Section 2.8 (a) of the policy document (Policy 1981) be amended by inserting the word "absolute" before "urgency" so that 2.8 (a) reads as follows:

In one and two teacher schools the principal be counted as 0.8 of a teacher; in three, four and five teacher schools the principal be counted as 0.6 of a teacher; in six and seven teacher schools the principal be counted as 0.4 of a teacher, and that this be given absolute urgency.

— *Hokianga*

81

That Part V Section 2.18 of the policy document (Policy 1981) be amended by adding the following:

That urgency be given to negotiating the implementation of Part V, Section 2.18 (a) and 2.18 (b) of the Policy Statement (Resolutions 81/100 and 79/70).

— *Whakatane*

82

That Part V Section 2.31 to 2.31.6 of the policy document (Policy 1981) be amended as follows:

2.31 Delete from "where a relief teacher is required" to "primary teacher".

2.31.1 Amend by adding "at a central point and travelling allowances paid for relievers to service the surrounding area".

2.31.2 Delete from "unless" to "a certificated reliever".

2.31.3 Delete.

2.31.4 Amend by adding "certificated" before "person" and deleting from "or" through to "expired".

2.31.5 Amend by substituting "used" for "continued", deleting from "in" to "president", and inserting after "should", the words "be directed by the National President to".

2.31.6 To stand as read.

— *Murupara*

That Part V Section 2 of the policy document (Policy 1981) be amended by adding the following paragraphs:

83

That more G 2 positions be created in Intermediate schools as avenues of promotion. — *Franklin*

84

That in view of the increasing number of calls on Counsellors for long term cases involving stress, the Institute negotiate the release in each Board area of one full-time Counsellor each year on full salary, in order that he/she may immediately attend to crisis referrals made by that Board, Departmental Officer, other Counsellor or agency. — *North Shore*

That the principle of job sharing be introduced, so that teachers in permanent positions may elect to share jobs according to established set procedures. Procedures to include:

- (a) establishing the partnership;
- (b) selecting the partner;
- (c) duration of the partnership;
- (d) ending the partnership.

— *North Shore, Auckland and Napier*

86

That National Executive present a report to Annual Meeting 1983 on Job-sharing. This report to be implemented as policy for future negotiations on alternative forms of employment. In the interim the following proposals to become part of policy:

- (a) NZEI recognises in principle the potential value of job-sharing to individuals, to the profession and to the community.
- (b) That taking on part-time or job-sharing positions should be voluntary.
- (c) Job-sharing teams to receive all the benefits and responsibilities on a *pro rata* basis of full-time employment in respect of:
 - (i) meetings, preparation time, duties;
 - (ii) promotion opportunities;
 - (iii) leave entitlements;
 - (iv) in-service opportunities.

These proposals to be amended or replaced with more comprehensive policy following discussion of the executive report to Annual Meeting 1983.

— *Auckland*

87

That the Institute negotiate satisfactory redundancy and/or out of work agreements for teachers, covering varying situations and conditions being faced by members. — *Papatoetoe*

88

That the Institute does everything in its power to obtain public support for reducing pupil/teacher ratios so that children are not disadvantaged. — *New Plymouth*

89

That all teachers be assured of continuous employment. — *Whakatane*

90

That permanent teachers going on transfer will have the time accredited from their previous school or schools, from the first school transferred.

— *North Shore*

91

That all teachers who are attached to a school and shown on the E 8/18 be counted as full teachers towards determining a school's status. — *Wanganui*

92

That the maximum class numbers for Year One Teachers, under the Continuous Staffing Regulations, be $\frac{2}{3}$ of the teacher pupil ratio of the school in which they are placed, i.e.:

Schools on 1.31 — Year One Class may not exceed 20;

Schools on 1.25 — Year One Class may not exceed 16.

— *Horowhenua*

93

That all limited tenure positions other than those reserved for Year One teachers be translated to permanent positions and advertised in the *Gazette* for appointment. — *Christchurch*

94

That limited tenure positions be abolished. — *North Shore*

95

That where a child who has been classified as in need of special education, by virtue of physical, psychological, intellectual or other characteristics, is absorbed into a normal class, there shall be additional teaching staff made available.

— *Auckland*

96

That as one of the highest priorities the Institute negotiate for additional staffing to be appointed to all schools to cater for and make adequate provision for the learning needs of all pupils. — *Auckland*

97

That Part V Section 3 Paragraph 3.4 of the policy document (Policy 1981) be deleted and replaced by the following:

That ancillary hours be assessed in relation to roll numbers at the rate of the Intermediate schools entitlement and that future negotiations be for a unified scale. — *Murupara*

That Part V Section 3 of the policy document (Policy 1981) be amended by adding the following paragraphs:

98

That the Institute negotiate for the employment in all schools of a school secretary, who would be additional to current ancillary personnel. — *Auckland*

99

That the Institute negotiate for increased ancillary hours to provide for the earlier opening and later closing of the school office. — *Auckland*

100

That Part V Section 6 of the policy document (Policy 1981) be amended by adding a new paragraph:

That an investigation of the amount of class contact time spent by specialist staff (including manual) be made with the purpose of setting guidelines for timetabling in intermediate schools.

— *Otago*

101

That Part V Section 7 of the policy document (Policy 1981) be amended by adding a new paragraph:

That greater incentive be given through improved housing and incentive grants to maintaining a high standard of Rural Education. — *Hokianga*

102

That Part V Section 11 of the policy

document (Policy 1981) be amended by deleting the whole section and substituting:

That the Institute adopt the principle of a four term year, and press for its immediate implementation. — *Wellington*

103

That Part V of the policy document (Policy 1981) be amended by adding a new section:

COUNTRY TOWN SCHOOLS

1. That the NZEI recognize that an increasing number of children and teachers are now in schools which are caught between the kinds of benefits available to a school situated in a sizeable urban area and smaller rural schools, and give attention to the pursuance of an equitable spread of incentives.

1.2 That rural package incentives be applied to such schools as of right.

1.3 That board accommodation rentals in towns up to 5,000 persons be calculated at rural rates.

1.4 That travelling expenses for sporting and cultural excursions be paid to all schools situated in communities with three or fewer primary schools.

— *Murupara*

PART VI — Curriculum

That Part VI Section 4 of the policy document (Policy 1981) be amended by adding the following paragraphs:

104

That each Education Board establish a technical unit in charge of Audio-Visual Basic Equipment. This unit will be responsible for the repair and the distribution of A.-V. materials. — *Otago*

105

That supplies of expendable and breakable science equipment be replaced on the same basis as those for secondary schools, i.e., on the basis of a percentage for breakage annually. — *Papatoetoe*

106

That the basic equipment scheme be a system of cash grants to schools similar to the textbook/library grant. — *New Plymouth*

107

That Part VI Section 5 of the policy document (Policy 1981) be amended by adding the following:

That a Working Party be set up to revise this section of the policy document with a view to bringing it up to date.

— *Wellington and Tokoroa*

108

That Part VI Section 5 of the policy document (Policy 1981) be amended by adding the following paragraphs:

5.18 That VHS-Video equipment be added as soon as possible to equipment supplied to schools under the basic equipment scheme.

- 5.19 That the Institute initiate and negotiate for the management and production of VHS tapes in all curriculum areas.
- 5.20 That the Institute initiate and negotiate for the management and production of VHS tapes for teacher inservice training.
- 5.21 That the Institute initiate and negotiate for suitable and adequate facilities in schools for VHS equipment and use including secure storage.
- 5.22 That technical Video Advisers be appointed to assist teachers in the use and maintenance of video systems. Technical Video Specialists to be teachers with special training in the use and maintenance of video systems and production of programmes. Technical Video Specialists to be appointed on the same basis as visiting teachers.

— Auckland

109

That Part VI Section 6 of the policy document (Policy 1981) be amended as follows:

(a) *That existing sections 6.7, 6.9 and 6.10 be deleted.*

(b) *That sections 6.7 and 6.10 be replaced with the following new section 6.7:*

Contrary to Institute policy, Section 80 of the Education Act expressly permits teachers to give religious instruction in their own schools, and the Institute will therefore urge the repeal of this section.

(c) *That the remainder of Section 6 be renumbered as follows:*

6.11 renumbered as 6.8;

6.8 renumbered as 6.9;

6.12 renumbered as 6.10.

— National Executive

110

That Part VI Section 8 of the policy document (Policy 1981) be amended by adding the following in 8.2:

K Outdoor education.

— Auckland

111

That Part VI Section 8.2 of the policy document (Policy 1981) be amended by adding a new policy statement 8.2 (as follows), and that the current subsections be renumbered 8.3 through to 8.6:

8.2 The Institute recognises that one of the main roles of the Advisory and Specialist Services is in the inservice and continuing education of teachers.

— Waipa

112

That Part VI Section 8 of the policy document (Policy 1981) be amended by adding the following:

That each Advisory Service be required to publish at regular intervals information and bibliographical material, with appropriate recommendations.

— Murupara

113

That Part VI Section 13 of the policy

document (Policy 1981) be amended by deleting:

(a) *The word "advisory" from the heading and also of paragraphs 13.1 and 13.2.*

— Auckland

114

That Part VI Section 18 of the policy document (Policy 1981) be amended by adding new sections to be numbered as follows, with the existing sections 18.1 to 18.8 being renumbered 18.4 to 18.11:

18.1 That outdoor education be established as an area of high priority for curriculum development and drafting of syllabus requirements for primary, intermediate and secondary.

18.2 That a national outdoor education officer be appointed to co-ordinate curriculum development in addition to the formation of national and local consultative curriculum committees.

18.3 That an additional educational appointment with full ranger status be made to the staffing entitlement of all National Parks, appointment and conditions of service to be similar to that of existing advisory services.

— Waitara

PART VII — Buildings

115

That Part VII Section 1.4(d) of the policy document (Policy 1981) be amended by adding:

(iv) Intercommunication systems to all classrooms including specialist rooms in intermediate schools.

— Auckland

116

That Part VII Section 1 of the policy document (Policy 1981) be amended by adding the following paragraphs

That in building or remodelling IH Schools attention should be paid to providing:

(a) A larger staffroom than permanent staff numbers would warrant because of visitors such as physiotherapists, psychologists, doctors and other specialists who are frequently in these schools.

(b) A number of small multipurpose rooms to provide for interviews, examinations, observations and a variety of activities.

(c) Classrooms of sizes appropriate to the needs of children in wheelchairs and older pupils with gross body movements.

— Wellington

117

That the National Executive take immediate steps to ensure that the building code is brought into line to conform with the staffing schedule of 1:31 and 1:25 (country schools). — Whakatane

118

That Part VII Section 2 of the policy document (Policy 1981) be amended by adding the following at the end of 2.1 (g):

... the first of these reports to be made in 1982. — Waipa

119

That Part VII Section 2.1 of the policy document (Policy 1981) be amended by adding the following paragraph:

That the Institute calls upon the Department of Education to undertake immediately substantial research into educational outcomes in NZ open plan schools. — Wellington

120

That Part VII Section 4.3(b) of the policy document (Policy 1981) be amended by deleting the words "No school house be built without a study," and substituting "that all school houses be provided with a study", so that 4.3 (b) reads as follows:

That all school houses be provided with a study, this is essential, especially in country areas; studies are provided in houses for secondary principals.

— Hokianga

121

That Part VII Section 4.3 of the policy document (Policy 1981) be amended by deleting "reasonable" and inserting after "storage" the expression "minimum size being 10 ft × 10 ft", so that 4.3 (h) reads as follows:

A garage and separate storage (minimum size 10 ft × 10 ft) for tools, implements and fuel should be provided. Electricity should be laid on to all garages and storage sheds. — Hokianga

122

That Part VII Section 4 of the policy document (Policy 1981) be amended by adding the following paragraph:

That the Institute negotiate with the Department of Education and Boards the implementation of a bond on all school accommodation. The bond to be held in a trust account with interest payable on the successful termination of the tenancy.

— Murupara

PART VIII — Miscellaneous

123

That Part VIII Section 7 of the policy document (Policy 1981) be amended by deleting the whole section. — Wellington

124

That Part VIII Section 9 of the policy document (Policy 1981) be amended by deleting paragraph 9.6. — Wellington and Mana

That Part VIII Section 9 of the policy document (Policy 1981) be amended by adding the following paragraphs:

125

That the Institute support a nuclear-free Pacific and global disarmament and

all measures to establish lasting world peace. — *Wellington*

126

That National Executive assist Branches to train liaison officers in their duties by setting up training seminars in each Branch area. — *Mana and Wainuiomata*

127

That the National Executive approach the Department of Health and recommend teachers, ancillary staff and families of primary school staff have priority during school vacations for admission to hospital for non-urgent operations. — *Murupara*

128

That Education Boards employ teachers as personnel officers to work with teachers on matters such as salary, leave, superannuation, etc. — *Auckland*

That Part VIII of the policy document (Policy 1981) be amended by adding a new section:

THE ROLE OF PEOPLE IN NZEI

129

That the following WCOTP resolutions on the role of women in teacher's organisations become part of policy:

1. Identify the barriers that prevent

equality of outcome such as those relating to:

organisational structures and procedures
traditional and cultural structures
personal development
conditions of employment.

2. Work towards removing these barriers by developing affirmative action strategies such as:

— appointing women officials to deal with matters concerning women

— forming women's groups and communication networks to encourage participation at all levels in the organisation
— addressing issues relating to women

— preparing and distributing resources, newsletters and material for women and to inform membership about the changing role of women

— organising regular conferences, seminars and workshops on leadership skills and teacher organisation activities so as to encourage greater membership participation, particularly of women

— meeting procedures that encourage membership participation

— the provision of child care centres to allow women to participate fully in their profession and teachers organisations
— informing members and the public (particularly members' partners) of the rights and responsibilities of members to participate in their organisation.

— *Auckland*

130

That the Institute appoint a women's officer for a period of five years to deal with matters concerning women teachers, in particular to work towards overcoming those barriers which prevent women from taking an active role in the Institute.

— *Waipa*

131

That the NZEI makes a commitment to examine the relevance of the Working Women's Charter to the teaching profession by taking the following action:

(a) National Executive to encourage branches to set up local working parties to discuss the Working Women's Charter and its relevance to the teaching profession.

(b) National Executive to establish a Working Party to collate Branch recommendations into a report for presentation to 1983 Annual Meeting.

— *Mana and Auckland*

132

That the National Executive of the NZEI circulate copies of the Working Women's Charter (as adopted by the PPTA 1981) to all Branches and ask that they organise one seminar to discuss the Charter and its relevance to the teaching service. — *Wellington*

133

That the Institute adopt the Working Women's Charter. — *Auckland*

NOTES

EBS — your welfare society

APPLICANTS for membership of the Education Benevolent Society must be members of the Institute and comply with prerequisites for membership. Full members of the Institute who do not have at least 306 days cumulative sick leave with pay available to them at 30 years service may be eligible and qualify for all benefits except the sick leave without pay benefit. All new members must serve a three-month qualifying period before being eligible.

All claims must be lodged within three months of the event or treatment.

Subscription is 60 cents a fortnight, except for first year teachers' college students, whose membership is free.

MANDATORY BENEFITS (payable as of right)

Sick Leave Without Pay

- \$20 a week.
- \$3 a week each dependent child.

Payable when sick leave with pay is used up and the member is absent for at least five consecutive working days.

Payment is limited to three consecutive months' absence but a longer period will be considered under discretionary benefit provisions provided that a full social welfare sickness benefit is being received.

The sick leave without pay benefit applies only to members eligible for at least 306 days cumulative sick leave with pay who, at time of

application, have used up length of service entitlement.

Medical

- 50 per cent of the net cost of registered medical practitioners' fees, hospital expenses (other than confinements), physiotherapy treatment and other forms of treatment, e.g., osteopathic, psychiatric, etc., where the member has been referred by a medical practitioner. Evidence of referral must be produced.

OR balance of cost up to 50 per cent for member of medical insurance society, etc.

Payment for treatment of member, member's spouse, and member's dependent children. Accounts by dates of visits for treatment must total at least \$20 net in three consecutive months. Maximum benefit for each consecutive three months' period \$150.

Chiropractic

- 50 per cent of the net cost of registered chiropractors' fees.

Payment for treatment of a member, a member's spouse and a member's dependent child. Accounts by dates of visits for treatment must total at least \$20 in up to a three consecutive months' period, maximum benefit for each consecutive three months \$80.

Birth

- \$25 for each child. Payable also for a child adopted within three months of birth.

Women members granted leave without pay for maternity purposes are advised to seek extension of membership to the end of the month in which the baby is due, by writing to the board secretary of the society. Extension of membership carries entitlement for all benefits.

A pregnant member who does not seek extension of membership is still entitled to the birth benefit or the sum payable in respect of a stillbirth.

Death

- \$250 on death of member or member's spouse.
- \$200 on death of member's dependent child (includes stillborn child).

Other dependent relatives can be claimed for on a discretionary basis.

Home Aid

- 50 per cent of cost up to a maximum subsidy of \$40 a week for a period of two weeks.

Payable only in cases of sickness, confinement or death of a member, a member's spouse and dependent children where the home aid is employed in the member's home. A medical certificate is required in cases of sickness. Receipted accounts must be supplied. Services by near relatives are not eligible for the benefit.

Optical

- \$25 for glasses (single vision, bifocals, trifocals, or contact lenses) supplied to a change of vision. Includes the requirement for the first pair of glasses.

The benefit applies to the member, a member's spouse and dependent children. Claims in respect of the replacement of lost or broken glasses do not qualify for a grant.

Hearing Aid

- Up to \$35 for each aid or change of aid that attracts the social welfare or hospital board subsidy.

The benefit applies to the member, a member's spouse and a member's dependent children.

Oral Surgery

- 50 per cent of the net cost; this covers removal of growths in mouth, surgery of the jaw; referral required from G.P. or dental practitioner.

Excluded: extractions, conservative dentistry and removal of impacted wisdom teeth.

Payment for treatment of a member, a member's spouse and a member's dependent children. Maximum benefit for each consecutive three months' period is \$150.

Orthodontic

- 25 per cent of the net cost of the fees of the orthodontist. Minimum accounts of \$20, but member may aggregate accounts for three consecutive months; maximum payment \$150 for a three-month period.

This benefit is limited to treatment for the regulation and straightening of dependent children's dental arches. A quote of the estimated cost and duration of treatment is required from the orthodontist.

Dependants

For mandatory benefits a dependent child of a member is one for whom a social security family benefit is payable.

DISCRETIONARY BENEFITS

These follow no rigid pattern or scale and may be paid in addition to mandatory benefits. They are special benefits granted on the merits of each case in circumstances such as convalescence, special medical treatment and expenses, but all applications must show financial hardship.

EDUCATION BENEVOLENT SOCIETY

ENROLMENT AND AUTHORITY FOR SALARY DEDUCTION

(On completion send to your employing authority.) Date

SURNAME

First Names

SCHOOL

EDUCATION BOARD

(If employed by Department, please state education board district.)

I hereby apply to become a member of the society and authorise a deduction of 60c from my salary each 14-day period or such other amount of subscription as the Education Benevolent Fund Board shall from time to time determine.

- For first-year students at teachers' college membership is FREE. I understand that as a member I shall be entitled to participate in benefits provided by the society.

I certify that I am under the age of 55.

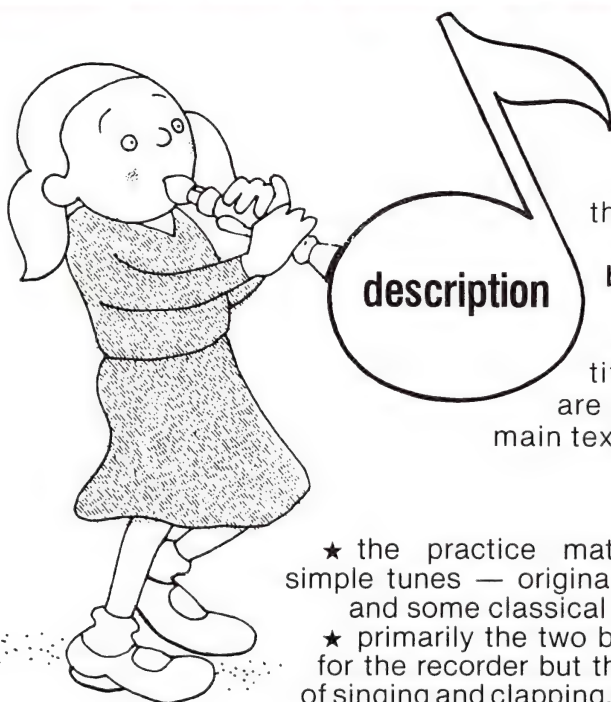
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- ★ primarily the two books are intended for the recorder but they also make use of singing and clapping, and provide for the use of pitched percussion instruments.
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| IR13 | Big sister |
| IR14 | Big brother |
| IR15 | Baby |
| IR16 | People we know |
| IR17 | After school |
| IR18 | Travelling |
| IR19 | In the park |
| IR20 | Where are they kept? |
| IR21 | Visits |
| IR22 | We like you |
| IR23 | Animals at the zoo |
| IR24 | Pets |
| IR25 | I am hungry |
| IR26 | At night |
| IR27 | Homes |
| IR28 | At School |
| IR29 | Look at me |
| IR30 | Down the stairs |
| IR31 | Up on the wall |
| IR32 | Books |
| IR33 | Helping |
| IR34 | My toy farm |
| IR35 | Where is Ann? |
| IR36 | Away they went |

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- | | | |
|-----|-------------------|-----|
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| CG2 | A fire is hot | |
| CG3 | My doll's house | |
| CG4 | Shopping | |
| CP1 | The street | |
| CP2 | Pockets | |
| CP3 | Putting away | |
| CP4 | Pairs | |
| CO1 | Funny Fishes | |
| CO2 | Something missing | |
| CO3 | The rock pool | |
| CO4 | Boats | |

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| RB6 | The seagull \$1.95 |

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| RS5 | Round the Year \$3.90 (A double book) |

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| RR3 | Out to play 95c |
| RR4 | Farmyard talk 95c |
| RR5 | The bear 95c |
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| RE3 | Danny the cowboy 95c |
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| RE5 | 10 little sailing boats \$1.95 |
| RE6 | Tamsy & the pirates \$1.95 |

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- | | |
|-----|--------------------------|
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| RA2 | Kindness 95c |
| RA3 | Little Pussy 95c |
| RA4 | I had a cat \$1.95 |
| RA5 | Davey the Dolphin \$1.95 |
| RA6 | The Hen & the Fox \$1.95 |

ROUND THE WORLD

- | | |
|-----|----------------------------|
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| RW2 | The Sleeping Beauty \$1.95 |
| RW3 | The Jumping Bean \$1.95 |
| RW4 | The warm lagoon \$1.95 |
| RW5 | The pesky paia \$1.95 |

PM STORY READERS

RED COVERS 45c

- | | |
|----|-------------------------|
| 1a | Wake up Father |
| 1b | Breakfast in bed |
| 1c | Hedgehog is hungry |
| 1d | Cuckoo in the nest |
| 1e | The photo book |
| 1f | The lucky dip |
| 1g | The Merry-go-round |
| 1h | Sally and the daisy |
| 1i | No breakfast for Tiger |
| 1j | The lazy pig B |
| 2a | Bed-time |
| 2b | Grandfather's birthday |
| 2c | The baby |
| 2d | Breakfast on the farm |
| 2e | The big kick |
| 2f | Sausages |
| 2g | The Dodgems |
| 2h | Baby Lamb's first drink |
| 2i | Pussy and the birds |
| 2j | Bill's treasure hunt B |
| 3a | Planes |
| 3b | Ducks |
| 3c | Martin teases Ann |
| 3d | Bread |
| 3e | Bill's Teddy Bear B |
| 3f | Father Bear |
| 3g | Lizard loses his tail |
| 3h | Sticking plaster |
| 3i | No petrol |
| 3j | Up to the moon |

YELLOW COVERS

- | | |
|----|-------------------------|
| 4a | Fireman Nicky |
| 4b | Where are the sun hats? |
| 4c | Puss puss puss |
| 4d | Brave Father Mouse |
| 4e | Blackberries B |
| 4f | Back from the moon |
| 4g | Sally's beans |
| 4h | Mumps |
| 5a | The airport |
| 5b | Paul is Father |
| 5c | One two three |
| 5d | Nicky's monkeys |
| 5e | The hungry kitten B |
| 5f | The dog school |
| 5g | The new baby |
| 5h | Bill's Dad |
| 6a | Little Bulldozer |
| 6b | Jane's birthday |
| 6c | Jane is the teacher |
| 6d | Nicky stays at home |
| 6e | Fishing |
| 6f | Sally's bucket |
| 6g | The helpful helicopter |
| 6h | Hermit Crab B |

KEY: ● = Soon or just published

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PM STORY READERS

BLUE COVERS .45c

- | | |
|----|---------------------------|
| 7a | Honey for Baby Bear |
| 7b | Helping Mother |
| 7c | Christmas Eve |
| 7d | A friend for Rabbit |
| 7e | Maggie's baking day B |
| 7f | The best cake |
| 7g | The house in the tree |
| 7h | The naughty pig |
| 8a | Jean's playhouse |
| 8b | Donald's puppy |
| 8c | Baby Bear's present |
| 8d | Locked out |
| 8e | Seagull's breakfast B |
| 8f | Puppy has a bath |
| 8g | Jane's car |
| 8h | Quacky Duck |
| 9a | Painting pictures |
| 9b | Cows in the garden |
| 9c | Garages |
| 9d | Sally at school |
| 9e | The Christmas tree |
| 9f | The Naughty Ann |
| 9g | The lion and the rabbit B |
| 9h | The torts |

GREEN COVERS

- | | |
|-----|--------------------------|
| 10a | Off to town |
| 10b | Donald is five |
| 10c | Househunting |
| 10d | David and Brian |
| 10e | Mushrooms |
| 10f | Candle light |
| 10g | The dog in the manger |
| 10h | The lion and the mouse B |
| 11a | Pet lambs |
| 11b | Here comes the bus |
| 11c | Show Day |
| 11d | The cat show |
| 11e | Look at the mess B |
| 11f | My baby is a lion |
| 11g | Dad ties a knot |
| 11h | The little red bus |
| 12a | The pictures |
| 12b | A wet morning |
| 12c | Going swimming |
| 12d | Dressing up |
| 12e | Sleeping bags B |
| 12f | The fox who foxed |
| 12g | Bill's tooth |
| 12h | The picnic |

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| LSb | LSk | LSv |
| LSc | LSl | LSw |
| LSd | LSm | LSz |
| LSf | LSn | etc |
| LSg | LSp | sh |
| LSi | LSr | ch |
| LSj | LSs | th |

PM CAPTION BOOKS 65c

- | | |
|-----|-------------------------|
| CR1 | At school |
| CR2 | The road |
| CR3 | A birthday book |
| CR4 | Dinnertime |
| CY1 | Susan is drawing |
| CY2 | Susan draws a house |
| CY3 | Peter draws a boat |
| CY4 | Peter draws a car |
| CB1 | Who are you? |
| CB2 | Where are you going? |
| CB3 | Who likes flies? |
| CB4 | Where are the children? |

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— CS2 Living Things
— CS3 Plant or Animal
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— CS6 Reptiles are Animals
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— CS8 Fish are Animals
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Have you noticed PM's excellent remedial books for older children - SEAGULLS? See them listed (S1-S13) on the other side of this sheet.

Off to a good start

Five years ago, the New Zealand Council for Educational Research began work on a study called *Going to School*. Information was collected from teachers, parents, pre-school staff and children, through questionnaires, interviews, observation and diary records, covering every aspect of starting school.

During the study, it became clear that there were things teachers would like parents to do in order to prepare their children for school. The problem was how to get these across to parents, especially to those whose children had not attended any form of preschool.

The first move was to prepare a booklet, *Going to School*. Attractive, simply written, and cheap — \$1.75 a copy, less for bulk orders — it was distributed by NZCER, and soon reached a wide audience. But its author, and director of the whole project, Margery Renwick, felt that more could be done. She has now prepared an audio-visual kit which schools, preschools or other interested groups can show to parents. It consists of two colour filmstrips, an accompanying cassette, and a discussion booklet, and sells for \$20. The first 300 kits produced have sold rapidly, and a reprint is now underway.

The presentation lasts 25 minutes, and should have immediate appeal to its intended audiences. The filmstrips have been put together from 120 slides; when these were being taken, the photographers were briefed to make sure they included the full range of real-life settings and people. As a result, the filmstrips show children, parents and teachers of both sexes and from many cultural backgrounds. The schools are large, small, rural, urban, new and old — including some very realistic grotty-looking toilets! The accompanying cassette comes across as warm and friendly, and it neither talks down to parents nor goes over their heads.

Starting School Part One

66 frames
11 minutes

Topics covered:

The early years
Be cheerful: positive attitudes
Don't overdo it
Visit the school
Show the way: the route to school
Take a friend
Should you stay on the first day?
What should your child be able to do?
Are any other skills necessary?

Starting School Part Two

54 frames
11 minutes

Topics covered:

What will the teacher want to know?
Information on enrolment
Reading
Are there likely to be problems?
A family affair

The list of topics covered (see box) shows the scope of the kit. Margery Renwick stresses that it aims to provide an overview and discussion starter, not to "lay down the law" on all these areas. Schools have a wide variety of approaches to new entrants, and parents need to be informed about how each particular school does things. However, the kit does contain a few "pointers" for schools on how *they* can make the process of starting school easier for both children and parents — and thus for teachers as well. For instance, the research showed that there may be aspects of school organisation, such as team teaching or variable space classrooms, which need explaining to parents. Another issue was how much parents tell teachers about their child when he or she is enrolled. As well as obtaining just the usual routine information, it could be helpful to ask parents if there is anything else they would like the school to know. Certainly, teachers want to be free to form their own opinions about a child in the school situation, but parents should not be left feeling, as one said, that, "There was not enough asked about our child's personality. There was no chance to discuss the child with the teacher. We only filled out forms." The emphasis throughout is on dealing sensibly but sensitively with everyone involved, and remembering that they're all human — for example, there is a section on how parents themselves may react to their child starting school; some may be elated, others may find they feel quite depressed, especially if it's their first or last child setting off.

This valuable resource is a fine example of how the findings of educational research can be organised to provide practical, accessible ways of helping schools, parents and children cope with everyday problems.

Copies of the booklet *Going to School* (\$1.75) and the kit *Starting School* (\$20) can be ordered from NZCER, Box 3237, Wellington.

Going to School A Guide for Parents by Margery Renwick



Teaching new entrants — what teachers find frustrating . . .

- "Over-ambitious parents."*
- "Parents who think their children are brilliant."*
- "Sometimes there is a lack of appreciation from parents. I find that the greatest appreciation comes from those for whom one found it necessary to do the least."*
- "Parents who expect their child to read immediately."*
- "Physically very tiring. You must be continuously on the go. I never have an opportunity to sit at the table."*
- "To be alert in a noisy, overfull classroom for five hours a day."*
- "Children who can't sit still and listen."*
- "Going through the same reading books over and over again."*
- "Wiping noses, being coughed over."*
- "Unnamed clothing — parents' attitude that teachers are present to act as nursemaids."*
- "Wanting to give children more individual attention but classes are too big."*
- "Just when you have them working independently and reading you must send them on and the cycle begins again."*
- "Sometimes the enormity of your responsibility is overwhelming."*
- "Rarely being able to do anything without interruption. I seem to be on constant duty at all times, intervals and lunch times as well."*
- "Hometime — wet weather — 20 + children — zips that stick — buttons and coats that are difficult to do up."*
- "Looking for odd socks."*

. . . and what they enjoy

- "Everything — I enjoy teaching!"*
- "Their complete trust and sense of wonder, dynamic activity, love. Their enthusiasm and enjoyment of life."*
- "Their lack of sophistication."*
- "The close bond between teacher and children."*
- "Sharing the feeling of success when they have mastered something new."*
- "I love to start them reading and writing."*
- "That breakthrough when they know about 20 words."*
- "Challenge of getting to know each child and assessing his abilities and needs and satisfying them — probably more than at any age, you are teaching children not subjects."*
- "The multitudinous humorous activities, which invariably colour each day, make for a joyful experience."*
- "The certainty of knowing that the children teach me probably just as much as I teach them."*
- "More freedom and flexibility possible during the day — informality, lack of pressure."*
- "Parent-teacher relationships build up. It's marvellous to see the Dads responding — their joy and enthusiasm in school."*
- "The children are fresh, eager to learn and spontaneous. They love school and have no hang-ups about the system."*
- "Helping to fulfil the great expectations they have when they start school."*
- "Helps to keep me young."*
- "Challenge of making school an exciting proposition."*
- "They have an implicit faith in your ability to look after them."*
- "They go home at two o'clock."*

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Fire Safety



Where would you find a hoses and ladders game, a melodrama about a baddie called Mr Blister, and a song composed and sung by some primary school pupils? These are just a few of the resources that have been developed by the Education Department for a fire safety kitset to be delivered to all primary schools later this year. The Fire Service Commission has financed the project, provided technical assistance, and is now printing the kitset.

Over the years many teachers have expressed a need for fire safety materials. The handbook *Health Education in Primary Schools* lists fire safety among the topics that should be taught and reinforced, but up till now few resources have been available for teachers or students.

A primary school teacher, Margaret Hobbs, has been working on this project for the past sixteen months. She has held workshop days for teachers of the junior, middle and senior levels of the primary school. At these workshops, language based activities and ideas have been drawn up. These have been tried out by the teachers in their own classrooms. Some involved their syndicates, and one even ran a three week programme for her whole school.

From the resulting comments and recommendations a final selection has been made and resources developed that not only help to teach the fire safety objectives but also provide practice in the eight modes of language:

Part of Trevor Plaisted's poster for the kitset.



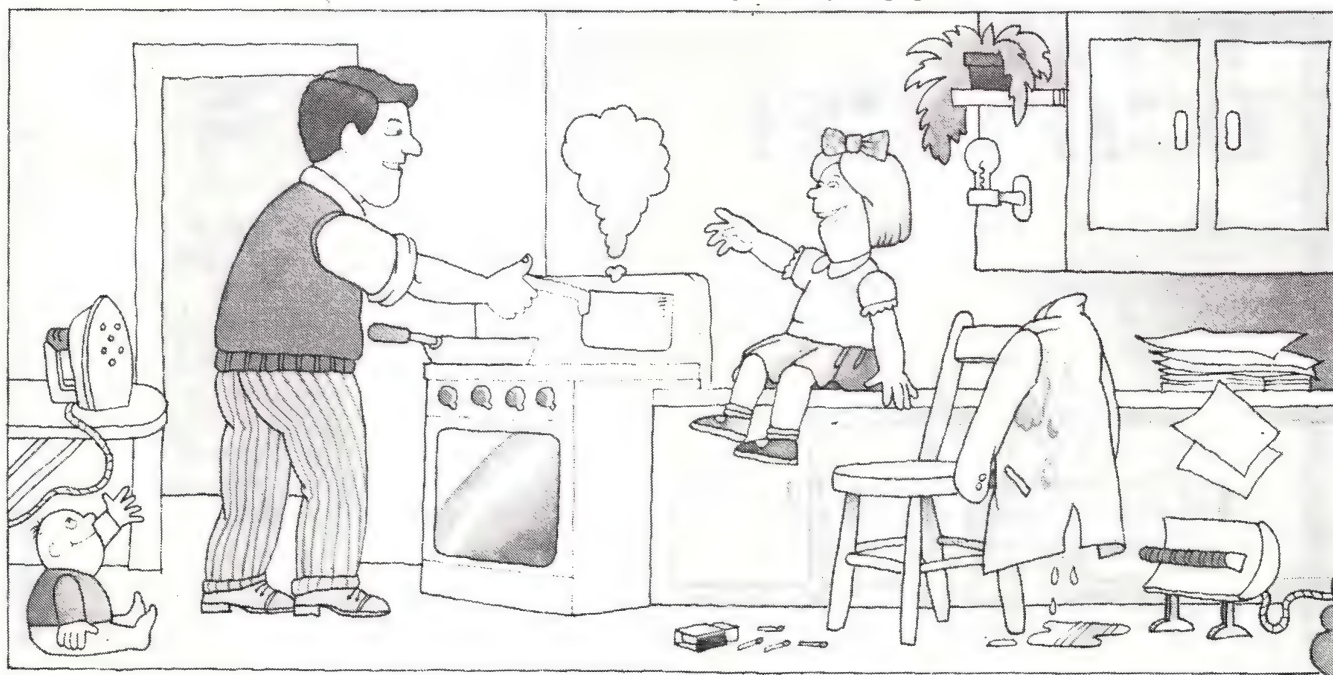
During Victorian times, the Prince of Wales liked to join in with the firefighting.

At one fire in a London sweet factory he spoke to a firefighter who had just come out of the burning building. The firefighter was speechless, overcome with awe as everyone thought. But in reality his teeth were stuck tight to a large piece of toffee he had "rescued" from the factory.

One of the odd facts and tales about firefighting which are included in the Fire Safety Kitset.

listening, speaking, reading, writing, watching, moving, viewing and shaping. Among the resources are games, posters, photographs, stories, activity cards, a big book for shared reading, poems, songs, music and many practical ideas.

So watch out for the kitset when it arrives in your school. Don't let it gather dust on a shelf. Remember the objectives are ones that aim to protect and save the lives of you and your pupils.



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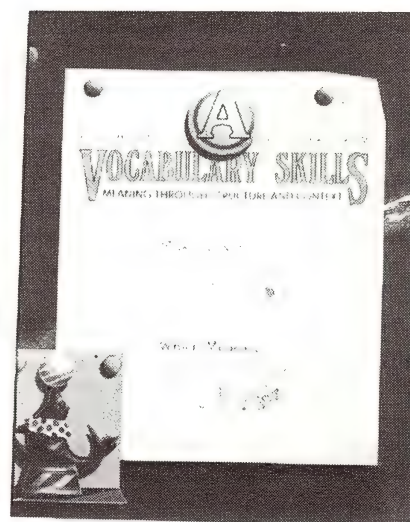
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World's first

A children's story, *The Kuia and the Spider* by Patricia Grace, with illustrations by Robyn Kahakiwa, has been published in both English and Maori. Reviewed below is the Maori version, the first ever Puffin Book in that language.

Te Kuia me te Pungawerewere

(translated into Maori by Syd Melbourne with Keri Kaa)

Puffin Books, in association with Kid-sarus 2 Inc., \$4.95.

This is the first picture book for children by Patricia Grace, and my congratulations go to all who helped to make this book a reality. The script in Maori is clear and precise and blends in aptly with the beautiful illustrations. Only one picture I wish to bring to your notice. The stove — where the fire is burning is in fact the part where the ashes are collected!

Another thought that occurred to me as I read the story was the stereotype of an old woman — a house full of spiders and cobwebs?

My thoughts about the story — may I start this way: this old kuia is an expert at weaving kits and mats. Her works are an intricate tribute to her expertise. The spider too is an expert at spinning webs of intricate patterns. Although they want their mokopuna to judge and say who is the best weaver, the children do not say a thing. No one can really say who is best, the kuia or the spider. And even though they argue and argue, they are still friends.

May I finish in this way (maybe) — Nga mahi a te tangata ki te tangata. Nga mahi a te pungawerewere ki te pungawerewere.

"Let the works of people be for people. Let the works of spiders be for spiders." Or, to each his own!

Greetings to you all — continue writing books of our own people. Be strong, be steadfast and God bless you all.

JK

English version:
Hardback (Longman Paul) \$10.95
Paperback (Puffin Books) \$4.95

BOOKS

Life in a Young Colony: Selections From Early New Zealand Writing

Cherry A. Hankin (ed.)

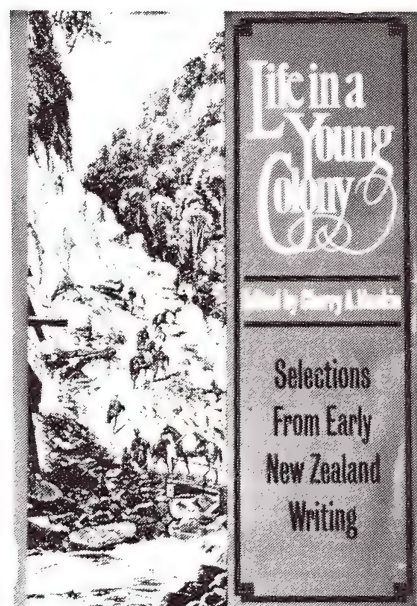
Whitcoulls, \$24.95

A book for dipping into rather than reading at a sitting, this is a consistently appealing selection from a wide range of sources, covering many aspects of early life, public and private. For instance, there is the brave young (sixteen!) bride watching as her house burns down:

"In a few moments the whole house collapsed, and was soon nothing but a heap of ashes. Everything in the dining-room, spare bedroom, and kitchen, besides our little stock of silver, was burnt; but some of my bedroom furniture and of our clothes were saved, so fortunately my husband and I had something to wear. . . ."

And there is Mary Taylor, writing vigorously to her friend Charlotte Bronte:

"I have seen some extracts from *Shirley* in which you talk of women working. And this first duty, this great necessity



you seem to think that *some* women may indulge in — if they give up marriage and don't make themselves too disagreeable to the other sex. You are a coward and a traitor . . . work or degradation is the lot of all except the very small number born to wealth." Mary knew what she was talking about. She opened a shop in Cuba Street, Wellington (where James Smith's now stands), and wrote later:

"How we work! and lift and carry and knock boxes open as if we were carpenters by trade; and sit down in the midst of the mess when we're quite tired, and ask what time it is, and find it is the middle of the afternoon and we've forgotten our dinner! And then we settle to ham some tea and eggs, and go on reading letters all the time we're eating, and don't give over working till bedtime and take a new number of *D. Copperfield* to bed with us and drop asleep at the second page."

Unless readers are as exhausted as Mary Taylor, they will certainly not drop asleep over *Life in a Young Colony*. Some of the easier extracts could be very useful, too, for Form 1 and 2 Social Studies material — though at this price teachers are more likely to borrow than to buy.

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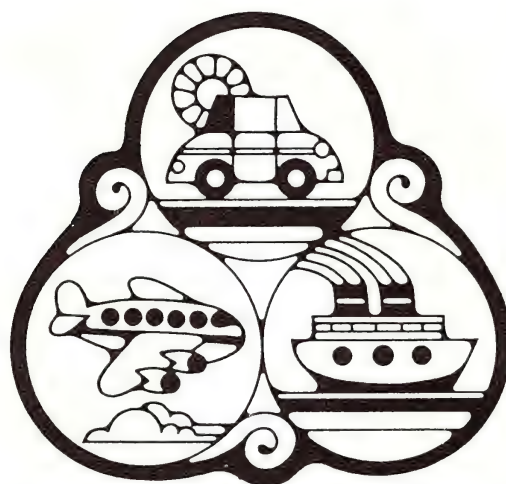
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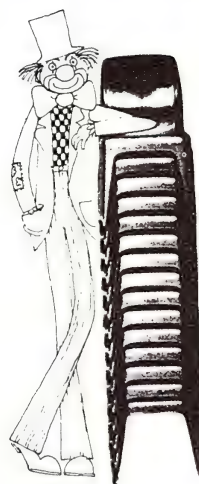
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Educating the educators

The last issue of *Education* for 1981 contained some excellent and stimulating material on child development. Not all of it is palatable; for example, the Ritchies write that their most recent research showed that there had been "startlingly little change over the fifteen-year span" in the essential features of the New Zealand pattern of child-rearing, such as the use of punishment, low levels of verbal interaction, handling aggression with aggression, the teaching of personal ownership and competitiveness, and sex-role stereotyping. However, they also believe that "there is no evidence of a general decline in the behaviour of the young".

The issue also gives an index for the magazine throughout 1981, making it easy to look up that half-remembered article or review.

Lovers of that modern-day Hydra, obfuscative mode of communication (jargon), may delight in the following rendition of the Twenty-third Psalm which first appeared in *The Times*:

The Lord and I are in a shepherd/ sheep situation, and I am in a position of negative need. He prostrates me in a green belt grazing area; he conducts me directionally parallel to non-torrential aqueous liquid. He returns to original satisfaction levels my psychological make-up; he switches me on to a positive behavioural format for maximal prestige of his identity.

It should indeed be said that notwithstanding the fact that I make ambulatory progress through the umbrageous inter-hill mortality slot, terror-sensations will not be initiated within me due to para-ethical phenomena. Your pastoral walking aid and quadruped pickup unit introduce me into a pleasurable mood-state.

You design and produce a nutriment-bearing furniture-type structure in the context of non-co-operative elements; you act out a head-related folk ritual employing vegetable extract; my beverage utensil experiences a volume crisis.

It is an ongoing deductible fact that your inter-relational empathetical and non-vengeance capabilities will retain me as their target focus for the duration of my non-death period: and I will possess tenant rights in the housing unit of the Lord on a permanently open-ended time basis.

Pen a poem

FACT Magazine is running a poem competition for children. There are three sections, under 11 years (A), 11-14 years (B), and 15-19 years (C). Entrants should write one original poem of any length — even just a few lines — and send it with their name, age and school to:

Pen a Poem Contest
FACT Magazine
Box 22-793
Christchurch

Closing date is 14 April.

Whitcoulls are offering generous book tokens as first, second and third prizes in each section. The first prize winners in sections A and B will also win \$50 book tokens for their schools.

FACT Magazine is published ten times a year; it is edited by a teacher and specifically written for New Zealand schools. Each issue covers a wide range of up-to-date, high-interest topics.



ADVANCED STUDIES FOR TEACHERS

Opening date for application was incorrectly given in the December issue. It is 25 January 1982, so get those forms in as soon as you can!

Students enrolling for Advanced Studies papers in 1982 are reminded that enrolments must reach the Unit by 1 March 1982. Applications for enrolment should be forwarded to:

The Supervisor
Advanced Studies for
Teachers Unit
Correspondence School
Private Bag
WELLINGTON

Details of 1982 courses were given in the Supplement to the 18 November Education Gazette, and also in the December issue of *National Education*.

Teachers want . . .

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Books required: Eleanor Farjeon, *The Silver Curlew* (1953) and *The Glass Slipper* (1955). Illustrations by Ernest Shepard. Write M. Clay, University of Auckland.

Wanted to buy: Human body model suitable for health instruction purposes. Reply to Horsham Downs School, RD 1, Hamilton, or ph. Ham. 294-700.

TOTARA SCHOOL Centennial celebrations Queen's Birthday Weekend 1983

Open to all former pupils, teachers, School Committee and PTA members. Contact the Secretary:

Mrs E.A. Isbister
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Wanted to buy: Bass recorder, any make considered. Must be in good condition. Write with details to N. Rooney, 24 Glendale Crescent, Oamaru.

Holiday exchange: Paraparaumu, house and cat, 3 bedrooms, suitable children, for similar in Palmerston North, preferably near Massey, May 16-22 approx. Write Copland, 29 Kapiti Rd, Paraparaumu.

Times Educational Supplement — Teacher subscribing will pass on copies to other teachers in return for share of subscription costs. Inquiries to D.J. McCarthy, Maple Grove Cottage, Oteramika Rd, Invercargill.

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All former pupils, teachers and committee members invited to attend the **75th Jubilee Celebrations** (including Koranga, Homebrook and Rakaurua Schools)

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Hokianga (Hok).....Mrs V.A. Collins, PO Box 29, Kohukohu, Hokianga.
Horowhenua (Horo).....Mr J.H. Johnson, Levin Intermediate, Levin.
Howick (Hwk).....Mr T. Davies, PO Box 82-082, Highland Park, AK.
Huntly (Hun).....Mr W. Noble, Te Hoe School, RD 4, Ohinewai.
Hurunui (Hur).....Mrs N.A. Barnes, Cheviot Area School, Cheviot.
Hutt Valley (HV).....Mr S. Selwood, 19 Martin Grove, Normandale, Lower Hutt.
Inglewood.....Mr H. Hingston, Norfolk School, RD 8, Inglewood.
Kaipara (Kpr).....Miss J. Lepper, Kaukapakapa School, AK.
Kapiti (Kap).....Mr C. Johnson, Waikanae School, Waikanae.
Kawerau (Kaw).....Mr P. Anaru, North School, Kawerau.
Mackenzie.....Mr C.R. Dale, Fairlie School, S. Cant.
Malvern (Mal).....Mr K.G. Feast, Homebush School, RD Darfield, CH.
Mana.....Mr D.H. Cochrane, Waitangirua Intermed., Warspite Ave, Porirua.
Manawatu (Mantu).....Mr B.R. George, Box 2057, Palmerston North.
Mangonui (Mgi).....Mr B. Ross, 35 Dominion Rd, Kaitiaki.
Maniapoto (Man).....Miss H. Irvine, Te Kuiti Primary School, PO Box 252, Te Kuiti.
Manurewa (Mnr).....Mr J. Burton, Weymouth Intermediate, Auckland.
Marlborough (Mlb).....Mr R.E. Clark, Whitney St School, Blenheim.
Matamata (Mat).....Mr R. Moles, Firth Primary School, Station Rd, Matamata.
Mid-Canterbury.....Mr T.L. Morgan, Intermediate School, 144 Cass St, Ashburton.
Motueka (Mot).....Mr T. Grace, Parklands School, Motueka.
Murupara (Mur).....Mr J.R. McAleese, PO Box 86, Murupara.
Napier (Nap).....Mr H.C. Judge, 8 Addison St, Napier.
Nelson (Nel).....Mr B. Duffy, Hope School, Patons Rd, Richmond, Nelson.
New Plymouth (NP).....Mr G. Jonson, PO Box 305, New Plymouth.
Northern Wairoa (N Wai).....Miss R. Bratty, Intermediate School, Charlotte St, Dargaville.
North Otago (NO).....Miss S. Jack, Windsor School, RD 4C, Oamaru.
North Shore (NS).....Mr N. O'Connor, Murrays Bay Primary School, Clematis Ave, Murrays Bay, AK 10.
Opotiki (Opo).....Mr M. Fairweather, Box 410, Opotiki.
Otago.....Mr I. Miller, RD 4, Westwood, Dunedin.
Pahiatua-Bush (PB).....Helen Raleigh, Pongaroa School, PO Box 66, Pongaroa.
Papakura.....Mrs M.R. Platt, 40 Red Hill Rd, Papakura.
Papatoetoe (Pap).....Mr P.H. Morley, Papatoetoe Central School, St George St, Papatoetoe.
Patea-Waverley (Pa-Wa).....Mr A. Williams, Patea Primary School, Victoria St, Patea.
Piako (Pi).....Mr J. Willis, David St School, Morrinsville.
Poverty Bay (Pov B).....Mr V. Plowman, Box 827, Gisborne.
Rangitikei (Rang).....Mr P.A. Eaton, Bulls School, Bridge St, Bulls.
Reefton/Murchison (RM).....Mr D.W. Pritchard, Maruia School, Via Murchison.
Reporoa (Rep).....Mr C.K. McKinnon, Mihi School, Springs Rd, RD, Reporoa.
Rodney-Otamatea (Rod-Oto).....Mr A. McCosh, Box 60, Kaiwaka.
Rotorua (Rot).....Mr R. Bright, Owata Primary School, Brent Rd, Rotorua.
Ruapehu (Rua).....Mr T.K. Pohatu, Primary School, Waiouru.
South Canterbury (SC).....Mr P.J. Cummings, Grantlea School, Timaru.
Southern Hawke's Bay (SHB).....Mrs F. Manahi, 8 Ranfurly St, Dannevirke.
Southland.....Mr R. Tippen, 728 North Rd, Invercargill.
South Otago (SO).....Mr S.F. Horgan, Benhar School, Benhar, S. Otago.
South Taranaki (ST).....Mr G.K. Mancktelow, Ramanui School, Fairfield Rd, Hawera.
South Wairarapa (S. Wair).....Mr R. Carlyon, South Featherston School.
Taihape (Tpe).....Mr D. McLean, Rangiwaia School, RD1, Taihape.
Taupo (Tau).....Mr C.A. Dallas, Mountview School, Taupo.
Tauranga (Tga).....Mr R. Cashmore, Psychological Service, Box 871, Tauranga.
Te Puke (Tep).....Mr M. Ballantyne, 3B Fenton Cres., Te Puke.
Thames (Th).....Mr D.S. Rogers, South School, Grey St, Thames.
Tokoroa (Tok).....Mr I. Kennard, PO Box 633, Tokoroa.
Turangi (Tur).....C/o Branch President, Hirangi School, Turangi.
Waiapu (Wpu).....Mr B. Allen, Mangatuna School, via Tolaga Bay, East Coast.
Waihi (Whi).....Mr K. Corney, Waihi East School, Donnelly St, Waihi.
Waikato (Waik).....Mr R.J. O'Shaughnessy, Berkeley Normal Int. School, Hamilton.
Waimate (Wte).....Mrs A. Batchelor, Centennial School, Edinburgh St, Waimate.
Waipa (Wpa).....Mr D. Beere, Korakonui School, R.D.3, Te Awamutu.
Wainuiomata.....Mr S. Davis, Arakura School, Wellington Road, Wainuiomata.
Wairarapa (Wair).....Mrs M. Feringa, Lansdowne School, Te Ore Rd, Masterton.
Wairoa.....Mrs J. Knighton, 13 Murrae St, Wairoa.
Waitara (Wai).....Mr N.K. Watson, Urenui School, Urenui, NU.
Waiuku (Wku).....Mr P. McNair, Sandspit Primary School, Sandspit Rd, Waiuku.
Wanganui (Wng).....Mrs A. Rule, Castlecliff School, Wanganui.
Wellington (Wn).....Miss K. Slavof, PO Box 17-215, Wellington.
West Auckland.....Mr B. Pittams, PO Box 45-075, Te Atatu N. AK 8.
Westland (West).....Mr M.B. Thompson, Primary School, Park St, Hokitika.
Whakatane (Wha).....Mrs M.I. Hunt, Apanui School, 92 McAllister St, Whakatane.
Whangaparaoa (WGP).....Mr G. Davies, Whangaparaoa School, Ladies Mile, Whangaparaoa.
Whangarei (Whg).....Mrs N. Neilson, C/o Hora Hora School, Te Mai Rd, Whangarei.